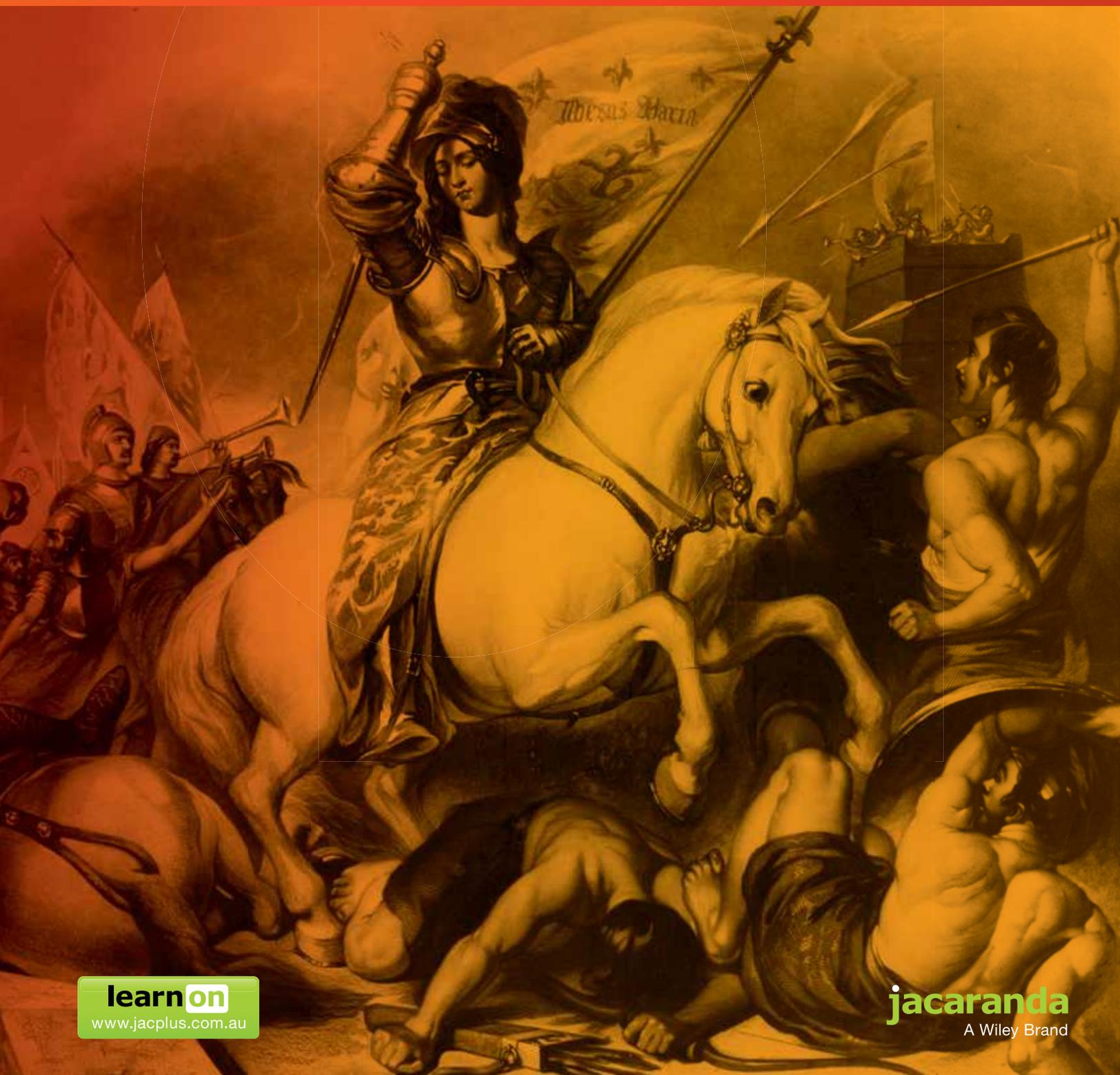


ROBERT DARLINGTON | JOHN HOSPODARYK | ASHLEY WOOD | TERRY HASTINGS
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JACARANDA
HISTORY ALIVE

AUSTRALIAN CURRICULUM | SECOND EDITION

8



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ROBERT DARLINGTON
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It is recommended that teachers should first preview resources on Indigenous topics in relation to their suitability for the class level or situation. It is also suggested that Indigenous parents or community members be invited to help assess the resources to be shown to Indigenous children. At all times the guidelines laid down by the relevant educational authorities should be followed.



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HOW TO USE the *Jacaranda History Alive* resource suite

The *Jacaranda History Alive* series is now available on the learnON platform for an optimal learning experience. The features described here show how you can use *Jacaranda History Alive* most effectively.

Links with our times draw connections between today and the period under study.

An illustrated timeline shows the chronology and key events of the period under study.

An interactive version of the timeline is available on learnON.

How do we know about...? subtopics explore the evidence available for studying this period of history.

History Alive features stunning detailed artwork that is clearly labelled for easy use in class.

DEPTH STUDY 4: THE WESTERN AND ISLAMIC WORLD

TOPIC 3 The Vikings (c. 790–1066)

3.1 Overview

Numerous **videos** and **interactivities** are embedded just where you need them, at the point of learning, in your learnON title at www.jacar.com.au. They will help you to learn the content and concepts covered in this topic.

3.1.1 Links with our times

In modern times, Scandinavian countries such as Sweden, Norway and Denmark are ranked among the world's most progressive, prosperous and peaceful nations. They have a reputation for being tolerant and fair respecting human rights. But in the Early Middle Ages the people of these lands were known as Vikings and they were among the most feared warriors of their times.

Source 1 shows a stereotype often associated with the Vikings. They are commonly thought to have been crazed killers wielding battleaxes and swords, raping and looting their way from one country to another. In this topic we will examine the extent to which these impressions of the Vikings are accurate. No culture has ever survived on plunder alone, so we will explore the Vikings in their homelands and find out how they lived. Were they just marauding bands of pirates or did they have a distinctive culture and religion? We will analyse various sources to discover what these people from the deep northern parts of Europe were like.

The **Source 2** image reveals the first of many misconceptions (wrong ideas) you will explore in this topic. The image shows a stereotypical image of a horned Viking helmet. This is a representation of Vikings you are likely to be familiar with. **Source 3** is an authentic Viking helmet found in Norway. This source shows what Viking helmets really looked like. The horned helmet is a misconception, but no-one is sure how it came about. Besides, horned helmets would have been impractical in battle, and the real helmet looks far more terrifying anyway!

Source 4 Portrayals of Vikings are often based on stereotypes. Do you think this image is an accurate representation of a Viking?



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Source 2 A stereotyped Viking horned helmet

Source 3 An actual Viking helmet found in Gjemsbu, Norway

Source 4 A timeline of the Viking Age

- 787 First record of Viking raid in Wessex, England
- 793 Vikings begin to raid permanent settlements in inland lands
- c. 800 Vikings begin to build permanent settlements in inland lands
- 850 Alfred is established in Wessex
- 865 Harald Bluetooth dies
- 866 King Olaf Trygvasson becomes Christianity in Norway
- 866 Battle of Hasting, and the last time Viking attack on England

Big questions

As you work through this topic, look for information that will help you to answer these questions:

1. What do we know of the Vikings from the artefacts that archaeologists have found?
2. What do we know of the Vikings from written sources, such as myths, stories, novels and chronicles?
3. What sort of religion did the Vikings practice?
4. How did the age of the Vikings come to an end?
5. What misconceptions exist about the Vikings?

Starter questions

1. Have you seen any movies about Vikings? If you have, describe how they were portrayed in those movies.
2. What kinds of stereotypes do you think most people associate with Vikings?
3. Can you think of another group of people in society about whom there have been stereotypes? Give an example.
4. List all the facts that you know about the modern Scandinavian countries of Sweden, Denmark and Norway.

learnON RESOURCES - ONLINE ONLY
Explore more with this webkit: Viking Quest

TOPIC 3 The Vikings (c. 790–1066) 61

Each topic's opening spread orientates students to provide a clear starting point for the topic.

Big questions are based on the Australian Curriculum inquiry questions.

Starter questions prompt students to think about what they already know about the content of the topic.

place God. Sometimes people were forced to pay taxes to the monastery for the use of their land or to sell produce in the markets. This made some monasteries very rich and powerful.

Source 1 A stone cross on Skellig Michael in Ireland. The monastery, on a small island off the west coast of Ireland, was built in the seventh century.

Source 2 A ninth-century monastery in Tbilisi, Armenia

Source 3 A thirteenth-century illustration showing a boy being brought by his parents to a monastic school

Source 4 In this medieval illustration a sick man is cured through the power of prayer

DID YOU KNOW?

Pope Leo I personally met the barbarian invader Attila the Hun in 452 CE outside the walls of Rome. Attila, known as the 'Scourge of God', had invaded Europe, crushed Rome and was on his way to the city. No-one knows what was said during the meeting, but Attila withdrew his forces and Rome was saved.

4.4.3 Education, health and superstition

Education and health

The Church was one of the few sources of education during this period. Most schools were run by the Church, they represented the only educational opportunities for most people (see **Source 3**). Similarly, most hospitals were attached to monasteries. The Church was often the only place the poor could turn to for help or welfare.

Superstition

Despite its position of authority, there was still much ignorance in the Church and its society's perception of the Church. Medical knowledge was scant and often based on superstitions rather than science. For example, the monks believed that a person could be saved from disease only through the intervention of God. Often they would pray to the saints or use holy relics to treat people rather than apply practical medicine.

4.4 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacar.com.au. **Auto** Question numbers vary very slightly.

Check your understanding

1. Who or what was the following? (1) The Pope (2) Monasteries
2. Outline two important contributions of the Church to the lives of people in early medieval times.

Apply your understanding

1. Look at **Source 2**. Apart from being a place to live, does this monastery look as though it had other purposes? Explain.
2. Examine **Source 3** and 4. What conclusions can you draw about the Church and its importance to people of the time?
 - a. Using sources such as Google Earth, locate Skellig Michael in Ireland (see **Source 1**). Why might monks have chosen to construct a monastery in this location?
 - b. Using the Internet and the library, investigate the importance of Christian relics. Can you find examples of religious relics that still exist today?

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TOPIC 4 Medieval Europe (c. 500–1500) 109

Sources are clearly identified in the activities.

Activity headings are based on the historical concepts and skills identified in the Australian Curriculum.

Check your understanding questions challenge the students' knowledge of the topic.

Apply your understanding questions asks students to closely examine the sources in line with the inquiry approach of the Australian Curriculum.

Source 3 An artist's reconstruction of a caravanserai



1. Winter quarters provided protection from cold weather
2. The narrow entrance gate protected against thieves
3. Corridors allowed light into the rooms. The idea was further developed in the domes for mosques
4. Camel latrine niche is to the right
5. Gates radiated water away from the building
6. Round staircase were important for guests, usually made five times a day
7. The accommodation was suitable for summer

As well as a center for trade, the **caravanserai** played an important role in bringing the local community together and became a place for meeting and socializing.

At the heart of a **hazaar** was the **hobdar**. This was a stone building with a domed roof. The hobdar had doors that could be locked at night; this ensured the safe storage of luxury goods such as precious metals, gems and silk.

Source 4 The Kapali Caves in Istanbul

Source 5 An account of a bedesten in Bursa, written by Turkish traveller Evliya Çelebi (1611–1682) from *Journal with Remarks* in translation of *Journal of Evliya Çelebi*, ed. and trans. by the Department of Near Eastern Studies, Harvard University, Cambridge, MA, 1954, p. 12

The **bedesten** is a large building with four iron gates enclosed with masonry. Its height is supported by strong columns. It contains three hundred shops in each of which merchants trade, who are as rich as the kings of Egypt. The market of the goldsmiths is outside the **bedesten**, and separated from it by a group of all of stone. There are also the markets of the habes, coffee houses, and markets of bread merchants, drapers, linen merchants, candle merchants, and that called the market of the boys, where women of coats, masks, umbrellas, etc. are sold.

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1.10 SkillBuilder: Identifying continuity and change

1.10.1 What is history, continuity and change in history?

During any period of history, things change. Some of these changes happen quickly and others occur very slowly. Regardless of the speed of change, it is rare to break completely with the past. The term 'continuity' refers to ways in which things from the past continue to influence the present.

Why identify continuity and change?

In modern times some events appear to mark a complete break with the past. For example, people have carried out revolutions to create new societies that would be free from past wrongs. However, the attitudes of the past often carry over into the present and things do not change as people intended. In the period between ancient and early modern times, there are many examples of both change and continuity in ideas, attitudes, technologies and the ways in which societies were organised.

1.10.2 How to identify continuity and change

When you study developments in history, you can recognise change and continuity by asking the following questions:

1. What kind of development was this? For example, was it a change in beliefs, in who held power, in transport, in trade or in entertainment?
2. What was the situation before the change?
3. Why did the change occur?
4. What was different after the change?
5. What was the same after the change?

An example

In this example, the five questions outlined in this subtopic have been applied to Source 1.

The *Review* subtopic at the end of each topic provide students with a range of different opportunities to consolidate what they have learned in each topic.

Most topics include a *SkillBuilder* that teaches students a key historical skill. The skill is defined, its importance is clearly explained and a step-by-step approach is presented.

1.11 Review

1.11.1 Review

The world changed significantly in the period from about 650 to the 1400s. Huge migrations and invasions took place along with the spread of two powerful religions: Christianity and Islam. There were changes in the way agriculture was practised. New states and social systems rose and fell. Populations declined due to great conflicts and epidemics, and increased because of changes in technology and learning.

KEY TERMS

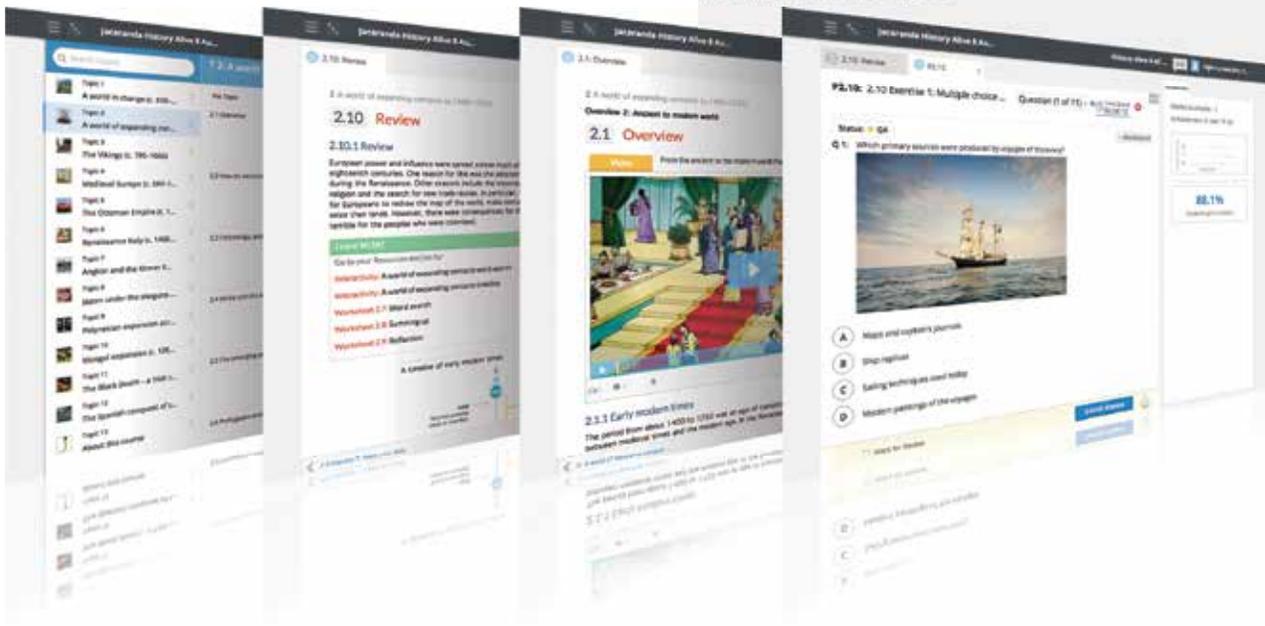
Caucasus: the region where Europe meets Asia between the Black Sea and the Caspian Sea
contiguous: adjoining, where its parts are not separated by other states or oceans
epidemic: large-scale spread of a disease
Gaul: most of present-day France and Belgium
Holy Land: land in the Middle East which has significant importance for Christians, Muslims and Jews
Judeans: the region of the Jewish people
khanqah (khan): title of rulers in Central Asia
khanate: territory ruled by a khan
lancers: mounted troops armed with lances (spear-like weapons used when charging)
mercenary: a soldier who fights for money rather than for patriotic reasons
monastery: a place where Christian monks lived
monk: member of a closed community of men living under religious vows and rules
nomadic: moving around from place to place
Pax Romana: the peace enforced by ancient Rome within its empire
peasant: a farmer, usually a tenant, who worked the estates of a landowner
self-sufficient: able to provide for its own needs
serfdom: the position of peasants who were not free to leave the land they worked
shamanism: Central Asian religion based on a belief in many gods in the natural world and the power of shamans (priests) to influence these gods
steppe: a vast plain without trees
Tatars: another name for Mongols; also known as Tartars
vassal state: a state whose ruler acknowledges a foreign ruler as his overlord

learnON

Inside your *Jacaranda History Alive learnON*

Jacaranda History Alive learnON is an immersive digital learning platform that enables real-time learning through peer-to-peer connections, complete visibility and immediate feedback. It includes:

- a wide variety of embedded videos and interactivities
- sample responses and immediate feedback for every question
- SkillBuilders
- collaborative activities
- and much more.



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Text

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TOPIC 1

A world in change (c. 650–1400)

1.1 Overview

Numerous **videos** and **interactivities** are embedded just where you need them, at the point of learning, in your learnON title at www.jacplus.com.au. They will help you to learn the content and concepts covered in this topic.

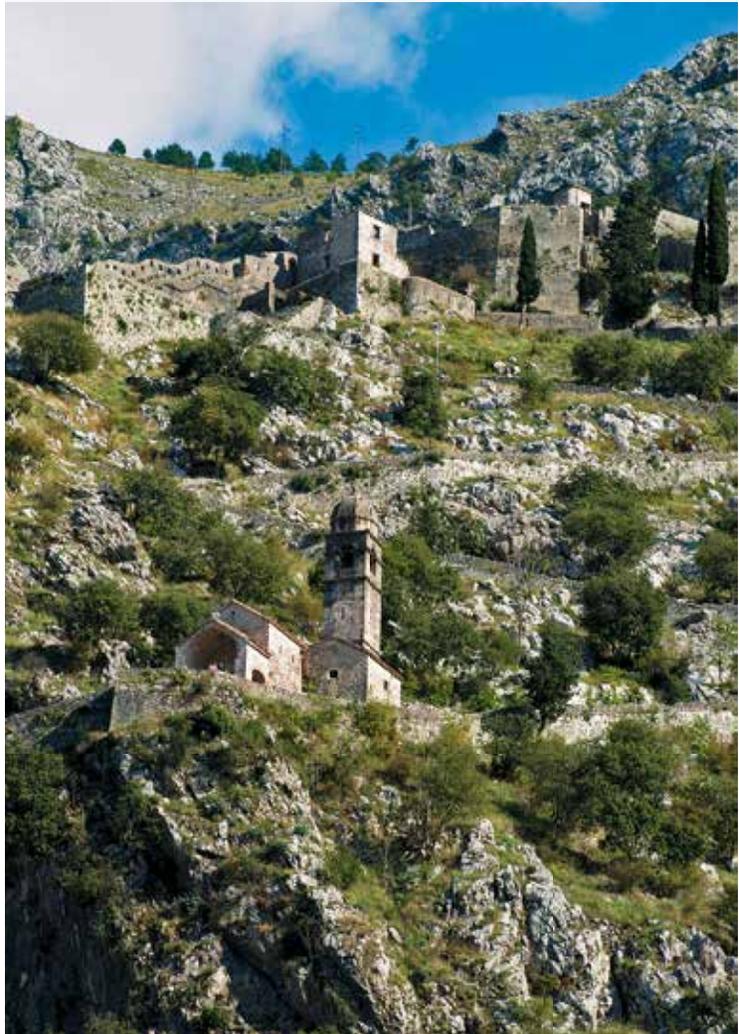
1.1.1 The Middle Ages

Enormous changes took place in the world from about 650 CE to the early fifteenth century. Following the fall of the Western Roman Empire in 476 CE, new forces shaped Europe and the old civilisations of western Asia and North Africa, while newer civilisations emerged in Africa, the Americas and other parts of Asia.

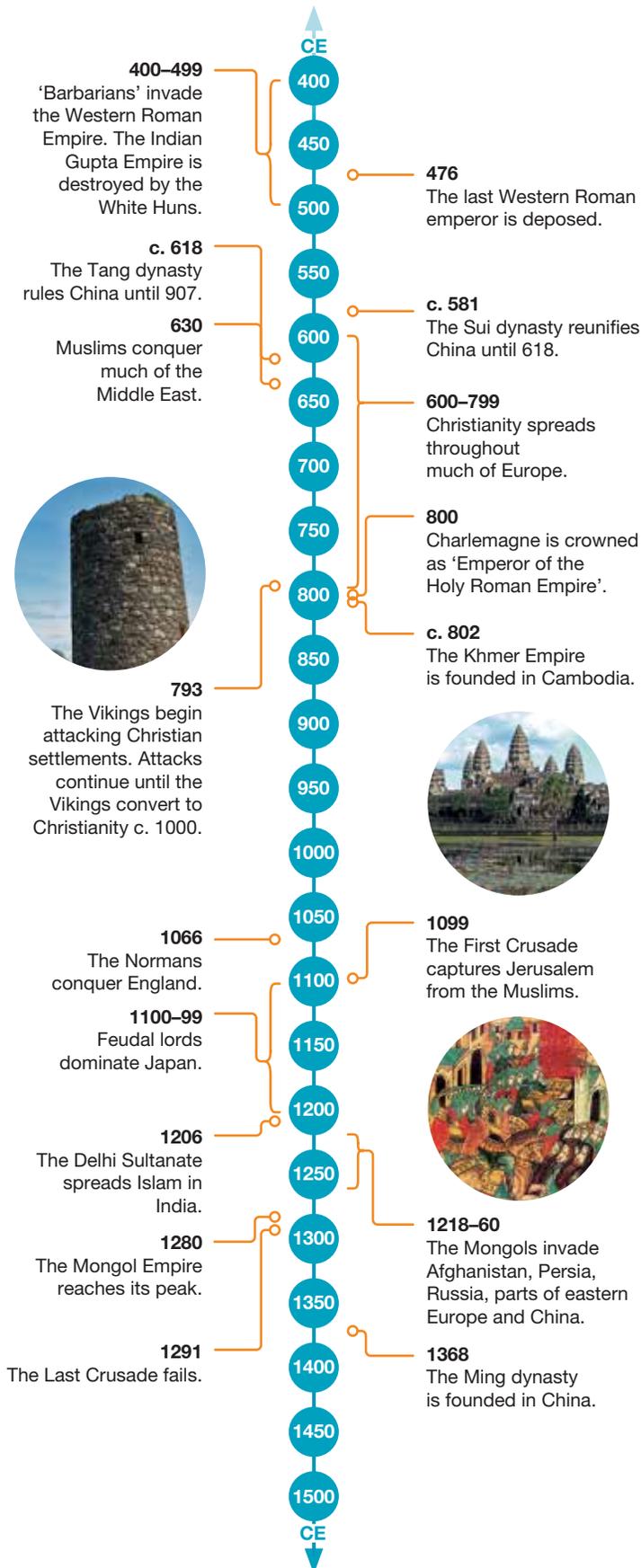
In this topic, we will explore changes in the Western, Islamic and Asian worlds in the period between ancient and early modern times. The terms *Middle Ages* and *medieval* (which means ‘of the Middle Ages’) are often used to refer to this period. However, most historians use these terms only for events in Europe, western Asia and North Africa. This is because the Americas, the Pacific, Australia and other parts of Asia and Africa were not affected by such events until later.

Much of the period studied in this topic falls during Europe’s Early Middle Ages (from the late fifth century to about 1000 CE). This time period saw the spread of Christianity in Europe and the rise of a new religion, Islam, and its expansion across much of the world. These changes would shape the world’s history right up to our own age. We will also be looking at some events during the Late Middle Ages. This period saw growth of the world’s population, changes in technology and renewed growth of cities and trade.

SOURCE 1 A church and the defensive walls and towers protecting the medieval city of Kotor in Montenegro. Religious faith and the ever-present threat of war were two of the main concerns of most people living between ancient and early modern times.



SOURCE 2 A timeline of the period between ancient and early modern times



SOURCE 3 Ruins of Corfe Castle in Dorset, England



Big questions

As you work through this topic, look for information that will help you to answer these questions:

1. How did societies change during the period between ancient and early modern times?
2. How did beliefs and values influence societies in this period?
3. What were the relationships between rulers and people?
4. How did contact and conflict occur between different societies?
5. What people, groups and ideas from this period have influenced the modern world?

Starter questions

1. Can you name two movies set in medieval times?
2. What impressions of medieval times did you get from these movies?
3. Use the **Source 2** timeline to find three events that could have changed the world.
4. Why did you choose those three events?

1.2 How do we know about the world between c. 650 and 1400?

1.2.1 Medieval primary sources

Much of our knowledge of history is based on evidence from primary sources. Generally, we know more about medieval times than about many ancient societies because more evidence has survived. Yet we know less about some specific medieval societies than we know about ancient Egypt, China, India, Greece or Rome because there are gaps in our evidence. These gaps have occurred because some societies did not keep written records, some sources have been lost and most people from this period could not read or write.

Written sources

Bias is common in many medieval written sources. Very often, there is recorded evidence of only one side in a conflict. Also, the people who made written records usually came from the privileged groups in a society. For example, in medieval China, most written records were made by scholars who served as government officials. In Europe, especially during the Early Middle Ages, most written records were made by monks and people belonging to the Church. Such evidence usually gives us only one perspective.

Archaeological sources

We have many archaeological sources from the period between ancient and early modern times. For example, some medieval manuscripts have been preserved in libraries since they were created. Other sources have been discovered by archaeologists. Some sources still stand where they were built. These provide us with information such as the religious beliefs of the people of that period. There are Christian churches, Muslim mosques, Buddhist and Hindu temples, Jewish synagogues, the sacred sites of other religions and the art that represents ideas of these faiths. Other remains tell us about everyday life, work and trade. These include medieval towns, their walls and traces of villages. Sources like castles, weapons and armour tell us about war, which was a constant feature of this period.

SOURCE 1 Medieval stocks at Stow-on-the-Wold, England. As punishment for small crimes during the Middle Ages, people had their feet locked in stocks like these.



SOURCE 2 A medieval knight's suit of armour on display inside the Tower of London



1.2.2 Medieval unsolved mysteries

There are still many unsolved mysteries about this period, and you will encounter some of these throughout this course. Perhaps we will learn more someday through the discovery of lost archaeological traces, but we will probably never know the answers to some questions. Here are a few examples of issues that historians continue to investigate and debate.

SOURCE 3 This artwork, held in the Summer Palace in Beijing, shows a battle between the Jurchen and the Song in the twelfth century. The artist and date of creation are unknown.



- Why and how were the followers of a new religion, Islam, able to conquer huge areas during the seventh century?
- Why was western Europe technologically backward compared with the Byzantine and Islamic empires during the Early Middle Ages?
- What happened in societies where there were no written records during this period, such as in Australia, some parts of Asia and Europe, and most of Africa, America and the Pacific?
- Why did it take hundreds of years for printing to be used in Europe after its invention in Asia?
- Why and how was a group of nomads from Mongolia able to create the largest empire that has ever existed in Europe and Asia?

SOURCE 4 The market square in Tallinn, Estonia. In medieval times, goods were bought and sold in this town square.



1.2.3 Using sources

You can gain some understanding of the world between ancient and early modern times from just a few sources. To analyse a source, you need to ask these historical questions:

- What is this source?
- When was this source made, built or created?
- Where is this source from?
- Who created this source?
- What was the purpose of this source?

Use these historical questions to examine the sources in this subtopic. Remember to keep these questions in mind as you examine the various sources presented throughout this topic.

SOURCE 5 The Thapae Gate is one of five original gates still in the walls of the city of Chiang Mai. This city was founded in northern Thailand in 1296.



1.2 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

- History is based on evidence from primary sources. Why are there gaps in our evidence about some ancient societies?
- Why are written sources from the period 650–1750 CE quite likely to be biased?
- Archaeological sources provide us with information about the period from 650 to 1750 CE and in many cases provide evidence of aspects of the period.
 - A suit of armour tells us about war during the period 650–1750 CE. True or false?
 - A village tells us about everyday life, work and trade. True or false?
 - A temple tells us about religious beliefs. True or false?

Apply your understanding

- Study **Source 1** closely.
 - What is it and what was it for?
 - During what period of history was it used?
 - Where is it from?
 - How was it used?
 - What conclusions can you draw about one aspect of medieval times from this source?
- Study **Sources 2, 4** and **5** closely.
 - Using **activity 4** as a model, frame your own historical questions to analyse each of these sources.
 - Answer the questions you asked as far as it is possible to do so using just the information in the sources and their captions.

1.3 Life in the Middle Ages

1.3.1 Imagining living in the Early Middle Ages

What was life like during medieval times? There is no simple answer because life was very different in different places. There were also great changes over several centuries. During the time of the ancient Roman Empire, peace had generally been enforced under the **Pax Romana**. But in the Early Middle Ages there were often wars. In western Europe, Germanic rulers fought each other frequently. In eastern Europe, there were wars between Byzantines, Magyars, Khazars, Arabs, Avars, Slavs, Russians and Bulgarians.

Imagine it is early morning in a small village. You wake up and see people eating and preparing to work in their fields. Suddenly a terrifying noise shatters the peace. Swords and spears clang against shields as hordes of fierce warriors appear in the light of the rising sun. With bloodthirsty battle cries, they charge towards your defenceless village. Desperately, you flee with your parents across the fields towards the forest. Minutes later, you reach the woods and, exhausted, you crawl into thick scrub to hide. You look back in fear. Already your village is in flames and men are being hacked down with swords. Women and children are being tied together to be herded off into slavery.

SOURCE 1 A modern artist's impression of a village under attack



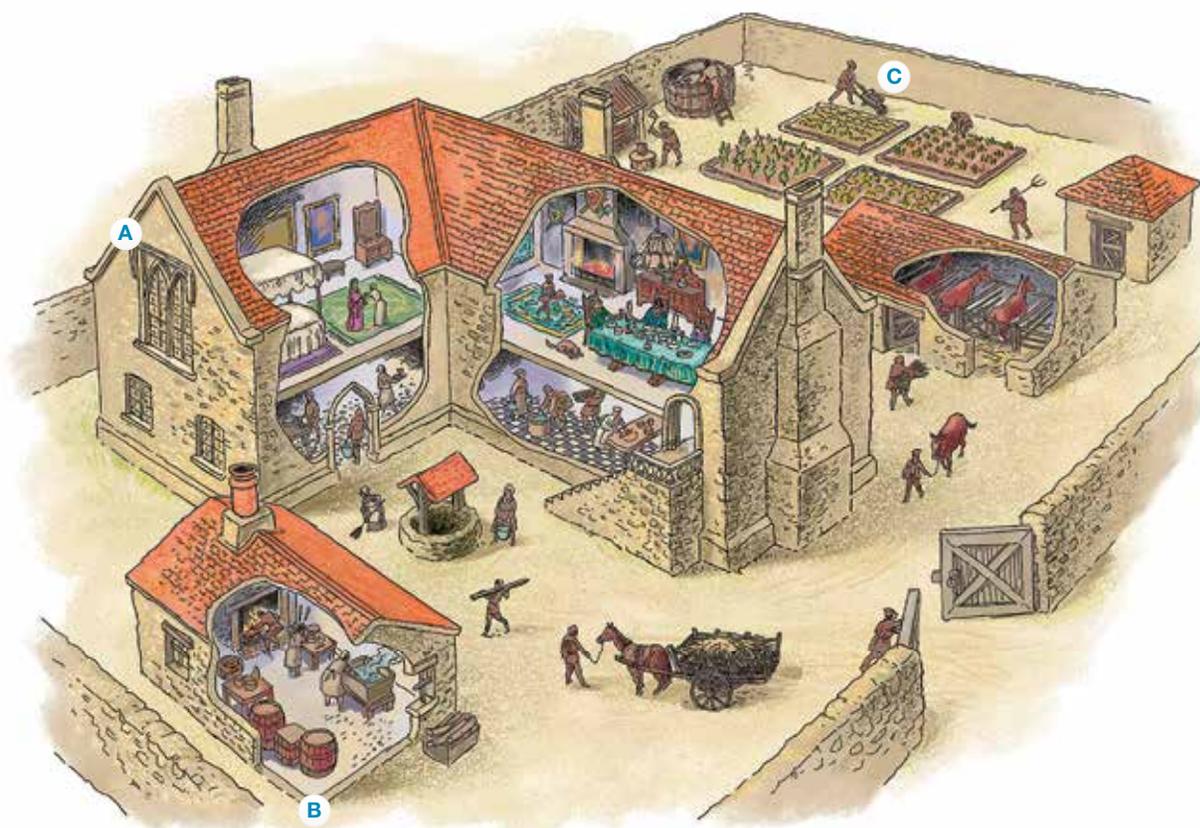
Such was life for many people during the Early Middle Ages. This was a time of conflict caused by huge migrations and invasions. There was the rise of a new social system, and changes in population and the way people farmed. In Europe, Asia and Africa, life was often dangerous. Tribes fought to become kingdoms and kingdoms rose and fell in wars over land, trade and religion. Because of this, much of the learning of the ancient world was lost.

1.3.2 Life in the Late Middle Ages

How much life changed for any group of people over almost a thousand years depended very much on where they lived and what position they held in their society. Yet there were some general changes that were common to many societies in later medieval times. Changes in technology made it possible to feed more people and led to significant increases in populations. This meant cities and towns grew in places where they had shrunk during early medieval times.

However, life was still difficult. People were smaller in size than most modern-day people because their quality of food was poorer. Many women died in childbirth and many children died before they could grow up. Huge numbers of people continued to die in **epidemics**, famines and wars. In many places, life was no more secure than it had been hundreds of years earlier. Very few people lived past forty years of age. Life was hard and **peasants** were at the mercy of their rulers.

SOURCE 2 A modern artist's reconstruction of a typical house of a rich landowning family in medieval times. Unlike the houses of poor people, some of these houses have survived to our times.



A Rich landowners lived in the upper rooms where they were waited upon by servants.

B Servants washed, cleaned and prepared food in the lower rooms and outhouses.

C In the grounds, servants tended horses and grew vegetables for the landowners.

SOURCE 3 A modern artist's reconstruction of a typical house of a poor peasant family in medieval times



1.3 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Give two reasons why it is impossible to fully answer the question, 'What was life like in medieval times?'.
2. Fill in the blank spaces to accurately complete the following statements.
 - (a) During the Early Middle Ages _____ was caused by huge migrations and _____.
 - (b) Wars were fought over land, trade and _____.
 - (c) In later medieval times, changes in _____ made it possible to feed more people, and so there were big increases in _____ levels.
 - (d) In later medieval times, many died in _____, famines and _____.

Apply your understanding

3. Look carefully at **Sources 2** and **3**.
 - (a) Describe the features of the rich landowning family's house.
 - (b) Describe the features of the peasant family's house.
 - (c) Write three questions you would ask to compare the lives of the occupants of two such houses.
 - (d) Name three kinds of primary sources that could have provided the evidence to create these two illustrations.
4. How do you think the people who lived in the poor family's house would have regarded the rich?
5. How do you think the rich families would have regarded the poor families?

learnon RESOURCES – ONLINE ONLY



Complete this digital doc: Worksheet 1.1: Analysing a visual source

1.4 People on the move

1.4.1 People on the move

During the fourth century CE, great empires existed in Europe, Asia and Africa. These were the Roman Empire of Europe, the Sassanian Empire of Persia, the Gupta Empire of India and the states that replaced the Han Empire of China. These civilisations were based on farming. Most of their people were peasants whose work supported ruling classes of nobles, warriors and priests. Outside these empires, most people were **nomadic** herders. Migrations of nomads would cause centuries of chaos and bring enormous changes to the empires.

India and China

The Gupta Empire was founded in India in 320 CE when Prince Chandragupta defeated his rivals. His son went on to create an empire stretching across northern India. This great civilisation was destroyed at the end of the fifth century by the White Huns, barbarian nomads who massacred entire populations.

In China, the Han dynasty had controlled a vast empire that had trading links with Rome and Persia. But the Han were overthrown in 220 CE. It took over 360 years of civil wars between the Chinese states, and invasions by Turkish and Mongolian nomads, before China was restored under the Sui dynasty (580–618 CE) and the Tang dynasty (618–907 CE).

DID YOU KNOW?

The time of the Gupta Empire was considered a golden age in India. It saw great advances in art, literature, mathematics and science. Indian scholars revolutionised mathematics by developing a symbol for zero and the numerals we now use in place of Roman numerals. They knew the Earth was round and that it orbited the Sun.

Printing was invented in China under the Tang dynasty. The earliest printed book was produced in 868 CE, long before printing was first used in Europe.

The fall of the Western Roman Empire

The Roman Empire weakened from about 180 CE. Over the following three centuries, Rome's power collapsed as people the Romans called barbarians swept into its territories. In 476 CE, a German chieftain named Odoacer deposed the last Western Roman emperor. Historians often use this event to mark the end of the ancient world and the beginning of the Middle Ages.

The Byzantine and Persian empires

Despite constant attacks by their nomadic enemies, two great empires remained. These were the Eastern Roman (Byzantine) Empire in Europe and the Sassanian Empire in Persia. The Goths, Franks and others who formed kingdoms in the former lands of the

SOURCE 1 A relief sculpture in the Hippodrome of Constantinople. The Hippodrome was the centre of Byzantine political, social and sporting life. This sculpture, erected in 390 CE, portrays Roman Emperor Theodosius I among his court.



Western Roman Empire regarded themselves as Roman and acknowledged the authority of the Eastern Roman emperor in Constantinople. For centuries the Byzantine Empire kept ancient Roman culture alive. For a short time in the sixth century it managed to regain territories of the Western Roman Empire. But the Persian and Byzantine empires were weakened by destructive wars with each other. Persia was conquered by Muslim Arabs in 651 CE. A shrinking Byzantine Empire survived until 1453 CE when its capital, Constantinople, was overrun by the Turks.

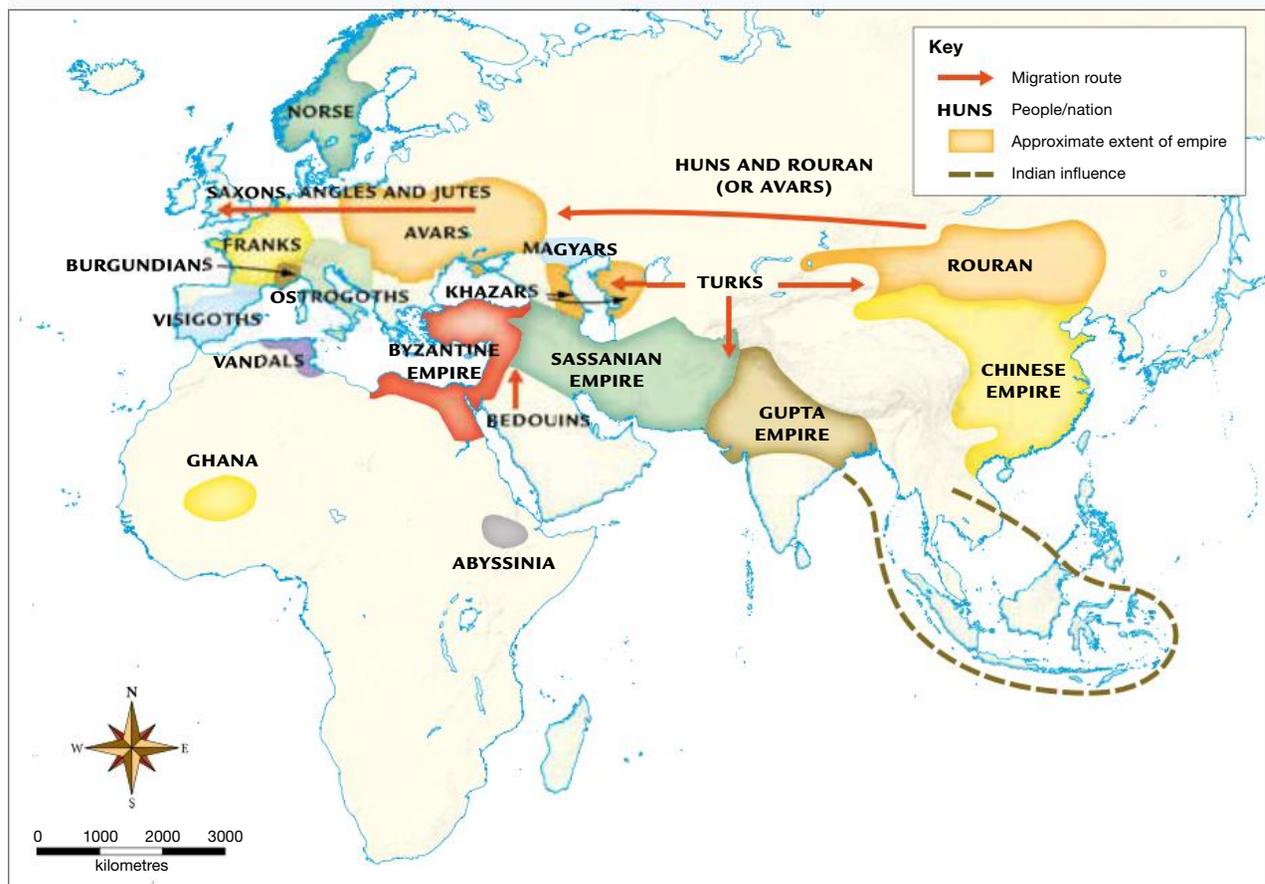
myWorldHistoryAtlas Deepen and check your understanding of the topic with the following resources and auto-marked questions:

- ◊ China: the Middle Kingdom
- ◊ Transformation of the Roman world
- ◊ Byzantine Empire

1.4.2 Movements of peoples

The Early Middle Ages were times of conflict caused by violent invasions by nomadic tribes who burst out of the **steppes** of Central Asia, the deserts of Arabia and the cold lands of northern Europe. Among the invaders were groups fleeing others who had invaded their homelands. Land occupied by significant groups is shown in **Source 2**.

SOURCE 2 A map showing invasions and migrations in the Early Middle Ages in Europe, Africa and Asia



Source: Map drawn by Spatial Vision.

Germanic peoples

The Goths, Vandals, Burgundians and Franks were Germanic peoples. The Goths migrated south to the Black Sea coast in the third century. Invasion by the Huns from 372 to 375 CE forced the Goths to flee into Roman territory. From the fifth century, the Goths divided into Ostrogoths and Visigoths while the Vandals and Burgundians occupied Roman territories. In the following century the Franks conquered most of **Gaul**.

Huns

From about 370 CE, Central Asian nomads called Huns invaded eastern Europe. These ferocious fighters attacked their enemies by firing arrows from horseback. They carved out a huge empire from Central Asia to Germany before an alliance of Romans, Visigoths and Burgundians defeated them in 455 CE.

Celts

Celtic tribes had spread to Britain and Ireland after 500 BCE. Following the Roman invasion of Britain in 43 CE, the Celts (Britons) lived under Roman rule until the Roman army left Britain in 410 CE. The Britons were then overrun by invading Saxons, Angles and Jutes.

Saxons, Angles and Jutes

These tribes from Germany and Denmark invaded Britain in the fifth century. The Britons fought back but they were steadily driven into the western corner of their island. In most of Britain, the invaders destroyed every trace of Roman civilisation.

The word *England* comes from a phrase meaning 'Angle people's land', and the invaders came to be known as Anglo-Saxons. They lived in villages in small kingdoms. Each Anglo-Saxon king was a war leader who ruled with the help of thanes (nobles) and the Witan (a kind of early parliament or council of advisers). Anglo-Saxon England united as a nation only in the tenth century after it was almost completely conquered by Danish Vikings.

The Anglo-Saxons spoke the earliest form of English, which is called Old English. However, they had no written language until they became Christians from the seventh century. Among their few written records is the *Anglo-Saxon Chronicle*, a year-by-year record of

events in their kingdoms. It was commenced four centuries after the invasions. Another famous Anglo-Saxon text is the epic saga *Beowulf*. This legend of a Scandinavian warrior was handed down by word of mouth until it was written down between the eighth and eleventh centuries (see subtopic 3.2).

SOURCE 3 A painting by Johann Nepomuk Geiger, 1873, depicting the Huns in battle with the Alans. The Alans were a group of Iranian-speaking tribes who settled in the Balkans during the time of the Roman Empire. About 370 CE, the Huns invaded and the Alans moved with the Vandals into Roman Gaul.



myWorldHistoryAtlas

Deepen and check your understanding of the topic with the following resources and auto-marked questions:

• Invasion of Britain

Rouran (also called Juan-Juan) and Avars

The Rouran were nomadic tribes who raided China's northern borders from the fourth century to the sixth century. They expanded westwards, causing other tribes to flee before them. In 552 CE, their power was broken by Turkish tribes, who revolted against them, and northern Chinese armies. It is possible that the Avars who moved into eastern Europe about this time were the Rouran. The invading Avars caused Slavic peoples (Serbs and Croats) to flee south. They, in turn, pushed the Greeks further down the Balkan Peninsula. The Avar state was finally destroyed by Franks and Bulgarians in 796 CE.

Turks

In the sixth century, the Turks spread south almost to India and west to the **Caucasus**, where they became known as Khazars. From the eighth century, their ruling classes adopted **Judaism** as their religion. In the tenth century, the Russians destroyed the Khazar Empire.

Bedouins

In the seventh century following the rise of Islam, Bedouin nomads poured out of the deserts of Arabia, conquering all before them.

Norse (or Vikings)

From the eighth century to the eleventh century, the Norse peoples from Sweden, Norway, Denmark and Finland created new terrors. They plundered and settled coastal areas as far apart as Ireland, Russia, the Byzantine Empire and Italy (see topic 3).

Magyars

In the ninth and tenth centuries, Hungarian nomads called Magyars attacked central and western Europe. In 955 CE, German forces inflicted such a massive defeat upon them that the Magyars fled back to Hungary.

1.4 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. What was the main difference in the way of life for people who lived within empires compared with those who lived outside empires?
2. During what period did the Gupta Empire exist?
3. What happened in China between the Han and Sui dynasties?
4. Which empire carried on the culture of the ancient Roman Empire?
5. What weakened both the Persian and Byzantine empires?
6. Make a timeline for the years 200–1000 CE showing the events outlined in this subtopic.

Apply your understanding

7. Study **Source 1** and explain why it is a useful source of evidence to support the continuity of Roman culture into the Early Middle Ages.
8. Study **Source 2** and then compare it with a modern map.
 - (a) Where did the Huns, Avars and Turks come from?
 - (b) Which countries did they occupy?
 - (c) Which parts of the former Roman Empire were occupied by the Vandals, Visigoths, Ostrogoths and Franks?
 - (d) Which country was threatened by the Saxons?
9. Look carefully at **Source 3**. Although it was painted 1500 years after the events it describes, its details are supported by primary sources.
 - (a) What appear to be the Huns' main fighting tactics?
 - (b) Which piece of equipment used by modern horse riders do the Huns lack?
 - (c) What does the fact that they could fight on horseback without this piece of equipment tell us about their skills?
 - (d) Why do you think the Huns were so widely feared?
10. Use the internet to prepare a report on the archaeological discoveries at Sutton Hoo in England and what they reveal about the Anglo-Saxons.

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Complete this digital doc: Worksheet 1.2: People on the move

1.5 Religions on the move

1.5.1 Islam's spread

The spread of Islam and Christianity in the Early Middle Ages shaped the world we live in today. From the sixth century, the rise of Islam in Arabia created a powerful new civilisation that expanded into three continents

SOURCE 1 A map showing the spread of Islam by 750 CE. The Byzantine Empire was an Orthodox Christian empire.



The religion of Islam was founded in Arabia by the prophet Mohammed (570–632 CE). Its followers were called Muslims, and by the time of Mohammed's death all the Arabian tribes had converted to Islam. Within just over one hundred years, Muslim Arabs conquered vast areas of Asia, Africa and even south-western Europe.

- Between 630 CE and the early eighth century, the Muslims conquered Syria, Jordan, Palestine and Iraq. They took Egypt from the Byzantine Empire and overthrew the Sassanian Empire in Persia. Muslims came to rule most of Spain and Central Asia up to the borders of China.
- Generally, conquered peoples were not forced to become Muslims. Many continued to practise other religions.
- Muslim expansion threatened Christian states. Constantinople, the capital of the Byzantine Empire, withstood Arab sieges during the 670s and in 717. In 718, the Bulgarians blocked Arab advances into south-eastern Europe and, in 732, the Franks stopped the Muslim advance into France.
- In the ninth century, Muslim armies pushed into southern Italy.

1.5.2 Spreading Christianity

During the sixth century, Christianity gradually spread throughout Europe.

SOURCE 2 A map of Europe in 1000 CE. By this time, most of Europe had converted to Christianity.



Christianity became the state religion of the Roman Empire in 391 CE. It had spread throughout the Roman Empire and into Ethiopia and Nubia (now known as Sudan) in Africa by the time Rome fell. Islam overwhelmed Christian rule in the Middle East and North Africa but Christianity was to spread through Europe during the Early Middle Ages.

- The Germanic kingdoms that replaced Roman rule all became Christian, beginning with the Goths in the fourth century and ending with the Franks, whose king, Clovis I, was converted in 479 CE.
- Christianity had been brought to Britain during the Roman occupation, and Ireland was converted in the fifth century.
- Christian missionaries began converting Anglo-Saxons in England and the Frisians in the Netherlands in the late seventh century.
- Christianity expanded further when Charles the Great, known as Charlemagne, came to be king of the Franks in 768 CE. He crushed the Saxons in Germany and forced them to become Christians, defeated the Lombards in Italy, attacked the Muslim Moors in Spain and crushed the Avars.
- Charlemagne united much of France, Italy and Germany under the Carolingian Empire. In 800 CE, the Pope crowned him 'Emperor of the Holy Roman Empire'. However, Charlemagne's empire broke up quickly after his death.

- From 793 CE, Vikings attacked Christian settlements. They sacked **monasteries** and churches and carried off Christian prisoners to be sold as slaves.
- By the end of the Early Middle Ages, Europe was almost completely Christian. The Bulgarian Empire adopted Christianity in 864 CE. Byzantine priests converted the Russians of Kiev Rus about 990 CE. In approximately 1000 CE, the Magyars and Vikings became Christians and Viking raids ended.

SOURCE 3 A high cross at Drumcliffe, Ireland. St Columcille founded a Christian monastery at this site in 547 CE. The carvings on the cross represent scenes from the Bible. They were originally painted in bright colours.



SOURCE 4 The broken round tower of a monastery at Drumcliffe on the west coast of Ireland. Irish **monks** used such towers for storage, as bell towers, as lookouts from which Viking ships could be spotted and as refuges in times of Viking raids.



DID YOU KNOW?

In 607 CE, the Bishop of Rome, Boniface III, became the first leader of the Christian Church to use the title 'Pope'. The Byzantine Empire did not recognise his authority and held that the Byzantine Emperor was the Church's head.

- Medieval Christendom
- Holy Roman Empire

1.5 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Using the information in this subtopic and **Source 2**:
 - (a) list the Muslim states in Europe in 1000 CE
 - (b) name the 'barbarian' groups that became Christian between the fourth and seventh centuries
 - (c) identify which other European peoples converted to Christianity by 1000 CE.

Apply your understanding

2. Look closely at **Source 3** and form a hypothesis to explain why the high cross was covered in brightly painted carvings of scenes from the Bible. (*Hint: Very few people could read.*)
3. Study **Source 4**.
 - (a) How would its shape and height have made the tower a refuge from raiding Vikings?
 - (b) Why do you think the tower's lowest opening is high above the ground?
 - (c) How would this feature have helped to protect the Christians of the monastery?

1.6 A different way of life

1.6.1 Life in the countryside

In Europe during the Early Middle Ages, smaller, weaker states replaced the Roman Empire. A new kind of **self-sufficient** society developed. Some big cities declined while others grew and population levels changed. There was less trade and learning; wars were frequent and destructive; and plagues could be devastating.

Agriculture

As the Roman Empire collapsed, landowners could no longer prevent their slaves from leaving. The huge plantations worked mostly by slaves broke down and, about 500 CE, the amount of farmed land shrank. But between 700 and 1000 CE, farm production grew. Warmer weather during those centuries probably helped. From about 800 CE, a new way of farming, known as the three-field system, developed on the manors of big landowners.

A new social system

Local power and loyalties replaced the central power of the former Western Roman Empire. The new states did not have ancient Rome's power to collect taxes and to keep professional armies, so kings depended on local landowners to fight for them. This made big landowning families increasingly powerful and local rulers weaker. With such changes came feudalism. Under the feudal social system, peasants worked land and received protection in return for serving a landowner — usually a lord or a knight. The landowner held land in return for serving a king.

1.6.2 Population

At the beginning of the Early Middle Ages, population levels fell because of wars, shrinking food production, epidemics and loss of jobs in manufacturing and trade. In 542 CE, over 230 000 people died of a plague in Constantinople. This same epidemic may have killed 100 million people worldwide. However, from the sixth century, population levels rose and they continued to rise until the early fourteenth century.

1.6.3 Literacy and learning

Charlemagne was the first 'Emperor of the Holy Roman Empire' (see subtopic 1.5). He made his capital, Aachen, a great centre of learning. However, in most of western Europe during much of the Early Middle Ages, learning survived only in monasteries.

In contrast, literacy and the learning of ancient Greece and Rome were kept alive in the Byzantine Empire. In the same period, Islamic societies experienced a golden age of learning as ancient books from Egypt, Greece, Rome, Persia and India were translated into Arabic. This helped the Islamic world to advance further in science and medicine than Christian Europe.

1.6.4 Cities and trade

Under the Roman Empire, cities had administered provinces, raised taxes and been centres for trade and the production of goods. Cities no longer served these purposes, and so their populations declined. However, by the tenth century, many European cities were growing again. Trade became difficult because there was no longer a big and powerful central state to construct and maintain roads. Wars and lawlessness also made it dangerous to travel or transport goods over long distances. By the eighth century, Europe's trade had fallen to a tiny fraction of the level of the first century. This was partly because Muslim expansion had cut Europe's trade routes to the east. In contrast, Islam's network of caravan trade routes was huge.

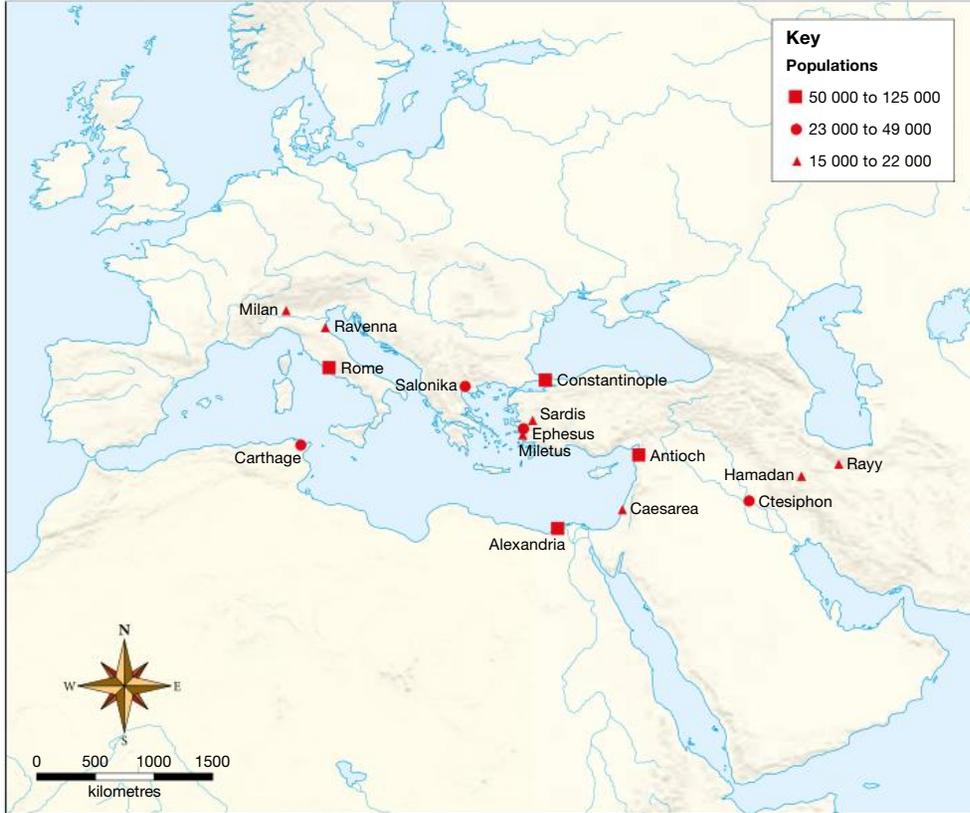
SOURCE 1 A statue of Charlemagne in Aachen, Germany



DID YOU KNOW?

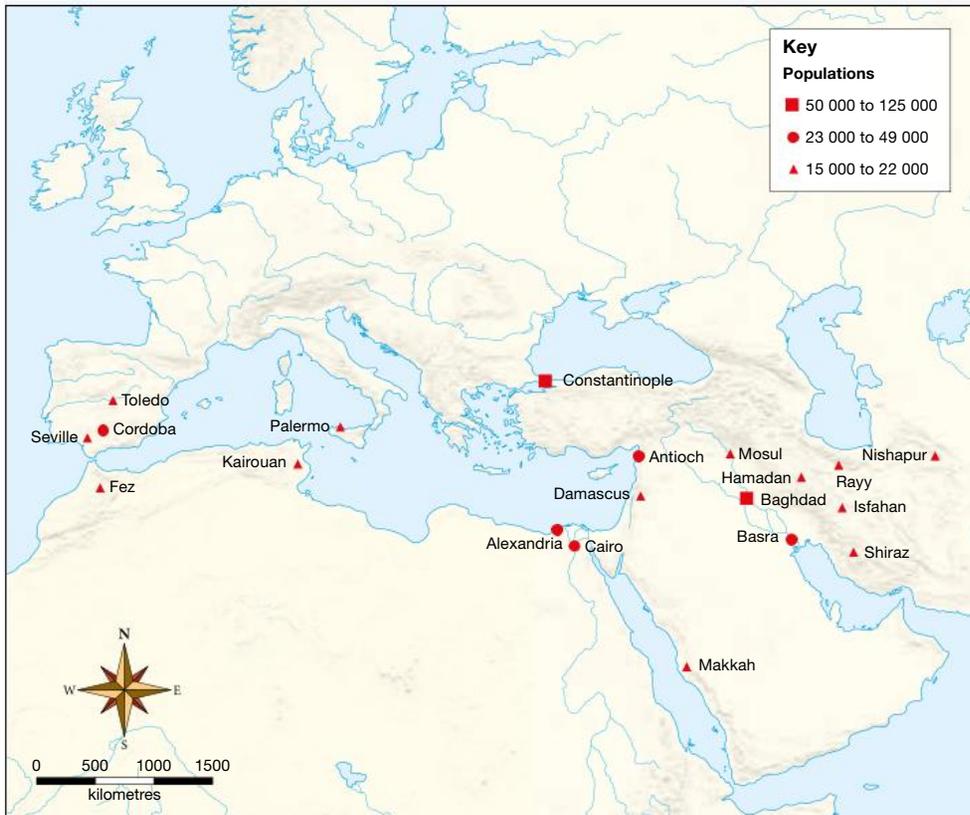
Arab conquests in Central Asia and Africa gave them control of gold and silver mines. Some of this wealth was used to purchase weapons, timber, furs and slaves from Europe. Vikings supplied the slaves by kidnapping people during raids. European merchants did the buying and selling that delivered the slaves to the Arabs.

SOURCE 2 A map of cities in Europe, western Asia and North Africa in 528 CE



Source: Map drawn by Spatial Vision.

SOURCE 3 A map of cities in Europe, western Asia and North Africa in 1000 CE



Source: Map drawn by Spatial Vision.

1.6 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Explain the meaning of these words:
 - (a) self-sufficient
 - (b) slaves
 - (c) epidemic.
2. At the start of the Early Middle Ages, what happened to the ancient Roman farming system of plantations worked by slaves? Why?
3. How did farming change from about 700 CE?
4. Why were the new states in western Europe unable to raise taxes and employ permanent armies as the Roman Empire had done?
5. Who had power and who lacked it under feudalism?
6. List reasons why population levels fell in the first centuries of the Early Middle Ages.
7. Explain why the lands of the Muslim empires were more advanced than Europe in sciences and medicine.

Apply your understanding

8. Look at **Source 1**.
 - (a) Describe the way Charlemagne is portrayed in this statue.
 - (b) What were his achievements that would have led to him being considered worthy of such a statue? You may need to also refer to the subtopic 1.5 Religions on the move to answer this question.
9. Compare **Sources 2** and **3**.
 - (a) List the cities with populations over 23 000 people in the year 528 CE.
 - (b) List the cities with populations over 23 000 in the year 1000 CE.
 - (c) Which of the second group of cities were under Christian control?
 - (d) Which of the second group of cities were under Muslim control?
 - (e) As cities were centres of trade and learning, what conclusions can you draw about changes in trade and learning in the Muslim and Christian worlds during the Early Middle Ages?
10. Use the internet to find out how often epidemics occurred during the Early Middle Ages and what effects these epidemics had on population levels.

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Complete this digital doc: Worksheet 1.3: Lifestyle changes

1.7 Power, society and religion

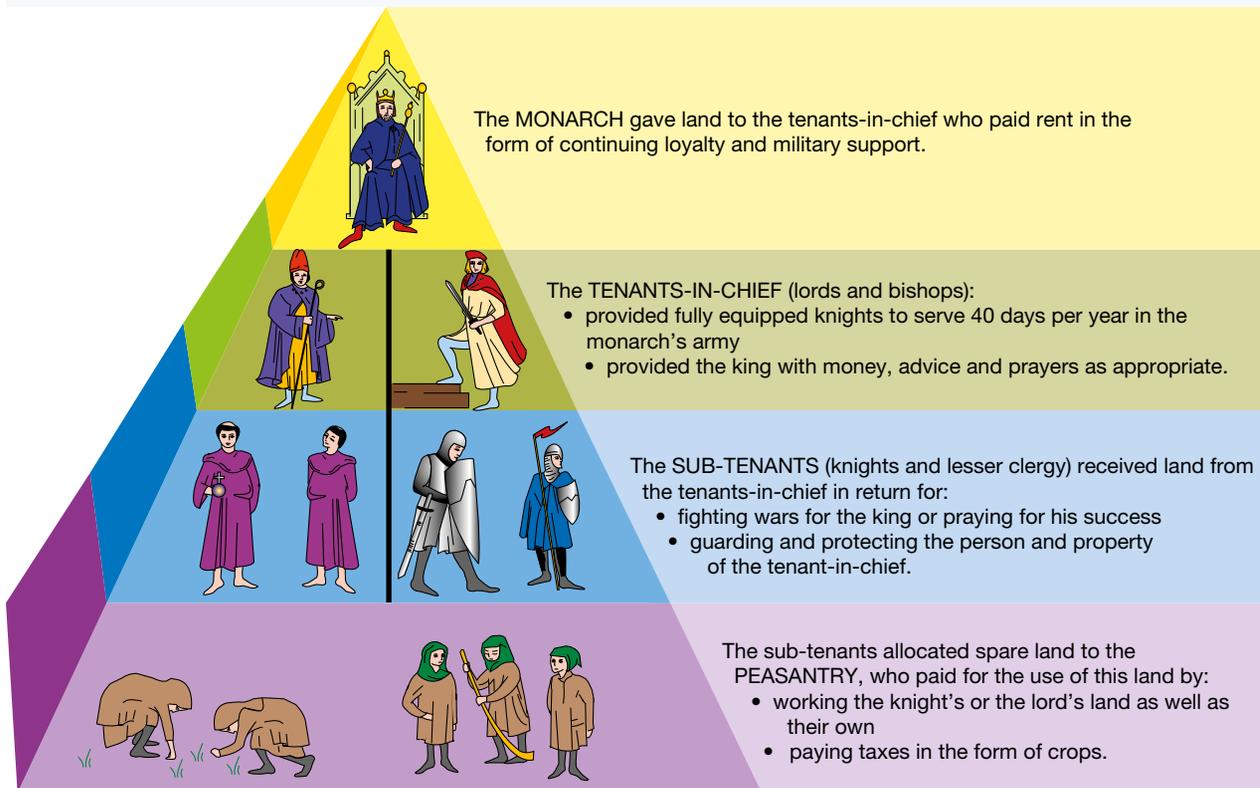
1.7.1 Rulers, the people and war

Later medieval times saw the growing power of rulers and big landowners, increased inequality, the further spread of major religions and an increase in the scale and destructiveness of warfare.

Rulers and the people

Under feudal systems in medieval times, kings were at the top of societies. In many kingdoms, all land theoretically belonged to the king. The next most powerful class was made up of tenants-in-chief (big noble landowners). They were followed by sub-tenants (knights and lesser clergy). Each of these groups received lands from those above them in return for serving or fighting. At the bottom of society were the peasants, who worked to provide a surplus for those above them.

SOURCE 1 A diagram showing the organisation of medieval society under feudalism. From the tenth century, increasing numbers of peasants were serfs.



Inequality was common to all medieval civilisations. In most societies, slaves were only a small proportion of the population. However, by around the tenth century, **serfdom** became the lot of most peasants. Conditions varied from place to place, but generally, serfdom meant that peasants were not free to leave the land. It also meant that feudal lords had the right to force serfs to work for them, to tax them and to place other burdens on them. It was a kind of slavery that ended in most of western Europe by the fifteenth century, but continued in eastern Europe and much of Asia and Africa until much later.

War

Wars continued to be frequent and many were fought on a bigger scale. New technologies made them even more destructive. The invention of the stirrup enabled heavily armed knights to fight on horseback. New weapons such as the crossbow and longbow caused high casualties. Castles and walled cities offered some protection until gunpowder was adopted for war. By the fourteenth century, wealthy kings could hire **mercenary** armies to fight their rivals and crush rebellious nobles by using cannons to smash castle walls. Peasants were the main victims — armies killed and maimed them, stole their food and animals, and destroyed fields and villages.

1.7.2 Religion and rulers

Traditional local religions declined due to the spread of Islam, Christianity and Buddhism. Increasingly, rulers claimed to be chosen by gods. In Christian Europe, kings claimed to rule by 'divine right'; that is, they were God's chosen representatives on Earth. In Africa and in the Buddhist and Hindu kingdoms of Asia, rulers claimed to be demigods.

In societies where rulers claimed such powers, religious leaders usually supported them. This meant that attempts to overthrow a ruler could be seen as rebellion against a society's god or gods. In Christian Europe, priests taught ordinary people that their unequal position in society was God's will and that they must accept it. Generally, people did as the Church told them. Life was short and the promise of heaven offered hope of a better life after death. The threat of burning in hell was a big incentive to obey the Church. However, such threats did not prevent nobles and kings waging war against one another. Nor did they prevent members of royal families murdering each other to gain power.

SOURCE 2 Detail from medieval Italian artist Fra Angelico's *The Last Judgement*, 1432–35



DID YOU KNOW?

In 1054 CE, the Christian Church split, creating a division that has lasted to the present. Western Europe followed the Catholic Church while most of eastern Europe followed the Orthodox Church.

1.7 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Explain what it meant to be a serf.
2. Why do you think rulers claimed to be chosen by gods or to themselves be demigods?
3. Suggest why rulers might have felt less fear of hell than their subjects felt.
4. Who suffered in wars regardless of who won?
5. In small groups, discuss what you think each social class in a feudal society would have gained from religious ideas.

Apply your understanding

6. Referring to **Source 1**, identify how people in each level of medieval society benefitted from those in the level below them.
7. Study **Source 2**.
 - (a) Who created this source?
 - (b) For what reasons might it have been created?
 - (c) Describe the tortures suffered by the sinners in this depiction of hell.
 - (d) How do you think believing in the possibility of such an afterlife would affect people's behaviour?
8. Imagine that you are a peasant living under feudalism. Design a poster listing complaints that you would like to make about your situation.

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 Complete this digital doc: Worksheet 1.4: Who had the power?

1.8 Later medieval Europe

1.8.1 Later medieval Europe

The map of Europe changed often during later medieval times. Kings of strong states increased their power while some new kingdoms also became powerful. From 1095 CE, Europe launched Crusades to take the **Holy Land** from the Muslims (see topic 4). Crusader states were set up in the Middle East, but Acre, the last crusader stronghold, fell to the Muslims in 1291. By the end of the Middle Ages, Christians had driven the Muslims out of Spain. However, Muslims came to dominate Europe's Balkan Peninsula.

SOURCE 1 A map of Europe in 1328



Source: Map drawn by Spatial Vision.

Western Europe

In 1066, William, Duke of Normandy, invaded and conquered England with an army of Norman knights. In the following centuries, Norman England invaded Ireland, conquered Wales and fought to dominate Scotland. From 1337, England fought the Hundred Years' War with France over English claims to the French throne. The war saw the weakening of the power of feudal lords because kings came increasingly

to depend on standing armies of peasant infantry armed with longbows, rather than mounted knights. From 1445 to 1485, England was divided by civil war (the War of the Roses) over rival claims to its throne.

Southern Europe

In the eleventh and thirteenth centuries, the Muslims were driven out of Spain, Portugal and southern Italy. The last stage was the capture of Muslim Granada in 1492. In Italy, independent city-states grew wealthy through control of trade in the Mediterranean Sea.

The Byzantine Empire and the Balkans

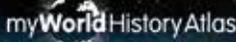
In the eleventh and twelfth centuries, the Byzantine Empire was powerful. However, Bulgaria had a successful rebellion in 1185 and crusaders captured Constantinople in 1204. The Byzantine Empire disappeared when the Ottoman Turks captured Constantinople in 1453. By the end of the Middle Ages, the Turks controlled the entire Balkan Peninsula.

Central Europe

Throughout later medieval times, the area that is now Germany and other modern central European states formed the Holy Roman Empire. It was made up of several kingdoms, principalities and city-states. Hungary became powerful and Poland formed a huge state through a union with Lithuania, the last part of Europe to be converted to Christianity.

Eastern Europe

In the thirteenth century, the Mongols (Tartars) from Central Asia invaded eastern Europe, conquering huge areas of Russia and creating **vassal states**. In the sixteenth century, the Tartars were driven out of Russia.



Deepen and check your understanding of the topic with the following resources and auto-marked questions:

- ◉ Invasion of Britain
- ◉ Byzantine Empire



1.8 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

- Using **Source 1** and the information in this subtopic, answer the following questions.
 - Against which countries did Norman England make war?
 - How did the Hundred Years' War change the nature of medieval warfare?
 - When were the Muslims driven out of most of south-western Europe?
 - Who controlled the Balkan Peninsula after the fall of Constantinople?
 - What were the main states in central Europe?
 - Which part of Europe was controlled by the Mongols in the thirteenth and fourteenth centuries?

Apply your understanding

- Create a timeline of events in Europe during later medieval times using the dates and references in this subtopic.
- Outline the conclusions you can draw from your timeline about territory gained or lost in medieval Europe by Christians and Muslims.

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 Complete this digital doc: Worksheet 1.5: Conflict, conquest and change

1.9 New migrations, invasions and empires

1.9.1 Movements in Asia and the Pacific

Outside the Islamic and Christian worlds, other peoples were on the move. From about the eighth century, great migrations and invasions took place and new empires arose far from the old centres of civilisation.

East Asia

On the islands of Japan, a social system developed that was similar in many ways to European feudalism. From 794 to 1192, the powerful Fujiwara family dominated Japan. Rulers depended on local lords called daimyo to control local areas (see topic 8).

In China, the Tang dynasty fell in 907 because of rebellion and invasions by nomads. The Chinese empire fell apart until its southern territories were restored under the Song dynasty (960–1279). Under the Song, China experienced a golden age in literature, the arts and sciences, and produced new inventions including gunpowder and printing with moveable type.

South and South-East Asia

From the seventh century, most of India was divided into Hindu kingdoms that were often at war with each other. However, Muslims from Afghanistan came to dominate the north-west. By 1206, they had captured most of northern India, which became known as the Delhi Sultanate.

Indian traditions also influenced civilisations that emerged in much of South-East Asia from the sixth century. This region came to be dominated by the Khmer Empire with its centre at Angkor in Cambodia from the beginning of the ninth century to the early fourteenth century. Distinct from the rest of South-East Asia, northern Vietnam was strongly influenced by Chinese culture, as it was part of the Chinese empire from the fourth century until it broke away and formed the state of Dai Viet in 939.

The Pacific

Also during this period, and unknown to the peoples of the continents, there were big movements of Polynesian peoples who navigated over vast distances across the Pacific Ocean. Their first migrations probably started from Malaya and Indonesia. Polynesians left no written records, but it is believed they reached Easter Island and Hawaii about 500 CE and New Zealand about 1000 CE (see topic 9).

SOURCE 1 The Longhua pagoda in Shanghai is a seven-storey Buddhist temple. It was constructed in the tenth century during the Song dynasty.



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Deepen and check your understanding of the topic with the following resources and auto-marked questions:

- ◉ Japan under the Shoguns
- ◉ Khmer Empire
- ◉ Polynesian expansion

1.9.2 The rise of the Mongol Empire

Arguably the most amazing event of these times was the eruption of hordes of ferocious mounted warriors from Central Asia. In 1206 CE, a chief called Temujin became **khaghan** of the Mongol and Turkic tribes. He took the title Genghis **Khan** and united the tribes into a disciplined army that fell upon surrounding civilisations, killing and conquering over an enormous distance.

Why did the Mongols conquer?

Why did a group of nomads who lived in tents and herded horses, sheep and cattle set out to overwhelm great civilisations all the way from eastern Asia to eastern Europe and North Africa? One theory is that the Mongols needed to expand the territory they controlled. Low rainfall had reduced the amount of grass available for their stock, and the Jin and Xia dynasties that controlled northern China had cut off the trade upon which the Mongols depended. These states and China became Genghis Khan's first targets for invasion.

How did the Mongols conquer?

The Mongols were successful conquerors for several reasons. As they conquered other societies, they took some of the defeated men into their own armies; foremost among these were the Turkic Uighurs. The Mongols used cavalry, consisting of lightly-armed, fast-moving archers and **lancers**. They used giant catapults to bombard town and city walls. But their main weapon was terror. If a city or town refused to surrender, the Mongols would massacre everyone. It is possible that 90 per cent of Eastern Persia's population died in Mongol invasions. Many millions were also killed in China and Russia.

Source 2 From the Muslim scholar Ibn al-Athir, *The Complete History*, written c. 1231

This thing involves ... the greatest catastrophe ... which befell all men generally, and the Muslims in particular ...

For ... these **Tatars** spared none, slaying women and men and children, ripping open pregnant women and killing unborn babies ...

Tatars conquered most of the habitable globe, and the best, the most flourishing and most populous part ... in about a year; nor did any country escape their devastations which did not fearfully expect them and dread their arrival.

Moreover they need no ... supplies, for they have with them sheep, cows, horses ... the flesh of which they eat ...

Stories have been related to me ... as to the terror of the Tatars ... so it is said that a single one of them would enter a village or a quarter wherein were many people, and would continue to slay them one after another, none daring to stretch forth his hand against this horseman ...

SOURCE 3 *The sacking of Suzdal by Batu Khan*. This illustration is from a sixteenth century Russian chronicle. In February 1223, Suzdal, the capital of a Russian principality, was captured by a Mongol army led by Batu Khan and burned to the ground.



DID YOU KNOW?

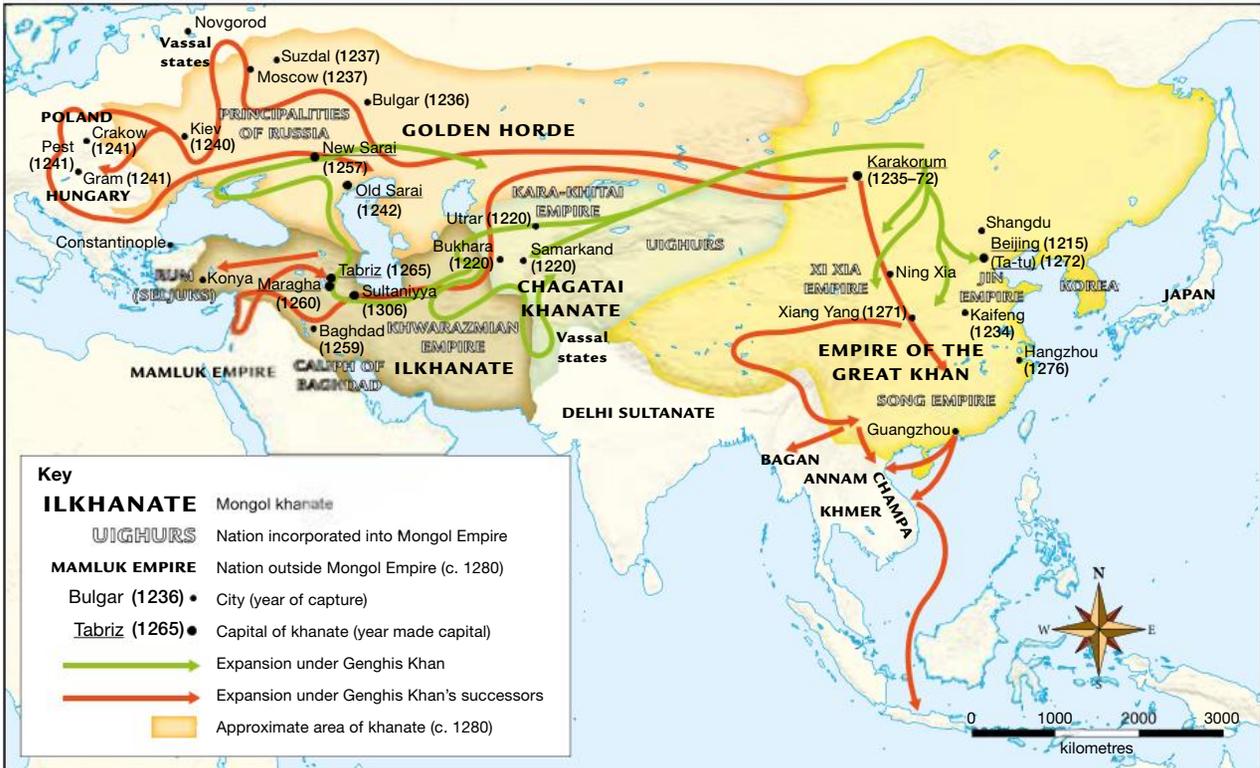
In China, Kublai Khan and his successors encouraged painting, theatre, and advances in science, engineering and medicine. They employed Confucian scholars and Buddhist monks as advisers; oversaw the construction of palaces, roads and postal stations; and encouraged travel, trade and the exchange of ideas between the East and the West.

1.9.3 Mongol conquests

China

Genghis Khan advanced into China in 1207 after defeating the Jin and the Xia empires north of China. His grandson, Kublai Khan, completed the invasion in 1260 and founded the Mongolian Yuan dynasty. In 1368, the Chinese rebelled and founded the Ming dynasty. Over the next thirty years, the Chinese drove the Mongols out. Under Ming, China's prosperity was restored, manufacturing and trade increased, and thousands of peasants were conscripted to build vast palaces and to strengthen the Great Wall.

SOURCE 4 A map of the Mongol Empire near its peak in 1280



Japan

In 1281, Kublai Khan sent a huge fleet with 150,000 soldiers to invade Japan. While the Japanese were desperately fighting to prevent the landing, a typhoon destroyed the Mongol fleet.

South-East Asia

The rulers of several states decided that it was better to become vassal states and pay tribute to the Mongols rather than be conquered. These states included Burma, the Khmer Empire and some Thai states.

India

Mongol forces led by Timur the Lame captured Delhi and massacred its people in 1398. After Timur left, India broke up into warring states. In 1526, Babur, another descendant of Genghis Khan, defeated India's Hindu and Muslim kings and founded the Mughal dynasty.

Eastern Europe

In 1218, Genghis Khan ordered his generals to complete China's conquest while he led other Mongol forces west. Mongol armies invaded Russia and penetrated eastern Europe as far as Hungary and Poland by 1241. Lithuania, Bulgaria and Serbia became vassal states.

Western Asia

Other Mongol armies invaded the Muslim lands of western Asia, including Persia. They destroyed the Abbasid Muslim dynasty and occupied its capital, Baghdad, in 1285.

1.9.4 The Mongol Empire and its collapse

The Mongol Empire was the largest **contiguous** empire in human history. At its peak, it was four times the size reached by the Roman Empire. The Mongols encouraged trade because of the benefits it brought them, and they tolerated different religions. Their own religion was **shamanism** but they provided tax benefits to Buddhist, Daoist, Islamic and Christian clergy to win support.

The collapse

After Genghis Khan's death, his empire was divided between his sons and grandsons, creating four **khanates**. From 1269, the khanates often fought each other. There was also division within khanates as some Mongols wanted to adopt the settled ways of the people they ruled while others wanted to keep their nomadic traditions. Gradually, the Mongols lost control of lands they had conquered.

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Deepen and check your understanding of the topic with the following resources and auto-marked questions:

📍 **Mongol Empire**

1.9 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Why was the Song dynasty considered a golden age in China?
2. Which older civilisations influenced the kingdoms of South-East Asia?
3. Use an atlas to find how far Polynesian peoples spread across the Pacific.
4. What were the Mongols' motives for invading countries in the beginning of the thirteenth century?
5. How were the Mongols able to overwhelm many great civilisations?
6. Why were the Mongols tolerant of different religions in their empire?

Apply your understanding

7. Use **Sources 2** and **3** to answer the following questions and to support your answers.
 - (a) How did the Mongols strike fear into their enemies?
 - (b) Why were Mongol armies able to advance without waiting for supplies?
8. Study **Source 4** and compare it with maps of modern-day Asia and Europe.
 - (a) Which modern-day countries occupy the land controlled by each of the Mongol khanates in 1280?
 - (b) Name the places outside the Mongol khanates that were attacked by Mongol armies.

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Complete this digital doc: Worksheet 1.6: Changes in Asia and the Pacific

1.10 SkillBuilder: Identifying continuity and change

1.10.1 What is meant by continuity and change in history?

During any period of history, things change. Some of these changes happen quickly and others occur very slowly. Regardless of the speed of change, it is rare to break completely with the past. The term ‘continuity’ refers to ways in which things from the past continue to influence the present.

Why identify continuity and change?

In modern times some events appear to mark a complete break with the past. For example, people have carried out revolutions to create new societies that would be free from past wrongs. However, the attitudes of the past often carry over into the present and things do not change as people intended. In the period between ancient and early modern times, there are many examples of both change and continuity in ideas, attitudes, technologies and the ways in which societies were organised.

1.10.2 How to identify continuity and change

When you study developments in history, you can recognise change and continuity by asking the following questions.

1. What kind of development was this? For example, was it a change in beliefs, in who held power, in transport, in trade or in entertainment?
2. What was the situation before the change?
3. Why did the change occur?
4. What was different after the change?
5. What was the same after the change?

An example

In this example, the five questions outlined in this subtopic have been applied to **Source 1**.

SOURCE 1 From Hugh Trevor-Roper, *The Rise of Christian Europe*, Thames & Hudson, London, 1966, pp. 113–14. This source suggests that improvements in farming technology contributed to the population growth in Europe from the eleventh century.

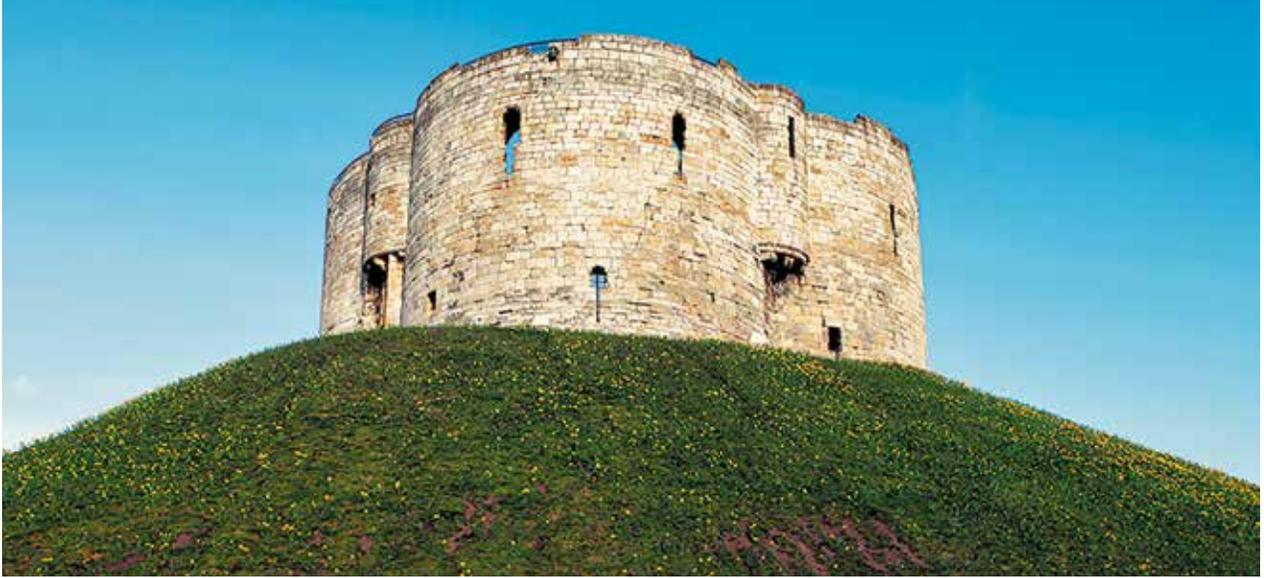
One such improvement [in medieval farming technology] ... was probably in the method of ploughing. The original plough used in the Middle East and the Mediterranean was a light ‘scratch plough’, a downward-pointing spike drawn by two oxen, first in one direction, then crosswise, over a square plot of land. This was sufficient for those light, dry soils. But on the damp, heavy soil of northern Europe such a plough was inadequate except for light, well-drained uplands. Consequently agriculture was at first applied only to very limited areas. But gradually, in the Dark Ages [Early Middle Ages], a new type of plough became general in northern Europe. This was a heavy plough with a ... ploughshare set to cut into the earth and a ‘mouldboard’ to turn the sod sideways and form a ridge and furrow, thereby draining as well as digging the ground.

1. *What kind of development was this?* This development was a change in medieval farming technology.
2. *What was the situation before the change?* Using the kind of plough that was developed in the Middle East and Mediterranean, people in northern Europe could plough the soil and grow crops only on the drier uplands. This limited agriculture.
3. *Why did the change occur?* The change was necessary because the old ploughs did not work in heavy, wet soils. People wanted to be able to farm on these types of soils.
4. *What was different after the change?* The heavy, wet soils could be used to grow more crops, and so the population grew.
5. *What was the same after the change?* People were still using ploughs pulled by teams of animals.

1.10.3 Developing my skills

Examine **Sources 2** and **3**. Considering them together, ask the five questions to identify change and continuity in another aspect of medieval life.

SOURCE 2 Clifford's Tower in York, England. Built in the thirteenth century, it replaced an earlier wooden motte-and-bailey castle (a man-made hill with a wooden fort on top) constructed under William the Conqueror in the eleventh century. Motte-and-bailey castles were easy to destroy so none of them remain today. Because Clifford's Tower was built on the site of the original castle, it enables us to imagine how a motte-and-bailey castle might have appeared.



SOURCE 3 The later medieval walls of the city of Kotor in Montenegro



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Complete this digital doc: Worksheet 1.7: Identifying continuity and change

1.11 Review

1.11.1 Review

The world changed significantly in the period from about 650 to the 1400s. Huge migrations and invasions took place along with the spread of two powerful religions: Christianity and Islam. There were changes in the way agriculture was practised. New states and social systems rose and fell. Populations declined due to great conflicts and epidemics, and increased because of changes in technology and learning.

KEY TERMS

Caucasus the region where Europe meets Asia between the Black Sea and the Caspian Sea

contiguous adjoining, where its parts are not separated by other states or oceans

epidemic large-scale spread of a disease

Gaul most of present-day France and Belgium

Holy Land land in the Middle East which has significant importance for Christians, Muslims and Jews

Judaism the religion of the Jewish people

khaghan (khan) title of rulers in Central Asia

khanate territory ruled by a khan

lancers mounted troops armed with lances (spear-like weapons used when charging)

mercenary a soldier who fights for money rather than for patriotic reasons

monastery a place where Christian monks lived

monk member of a closed community of men living under religious vows and rules

nomadic moving around from place to place

Pax Romana the peace enforced by ancient Rome within its empire

peasant a farmer, usually a tenant, who worked the estates of a landowner

self-sufficient able to provide for its own needs

serfdom the position of peasants who were not free to leave the land they worked

shamanism Central Asian religion based on a belief in many gods in the natural world and the power of shamans (priests) to influence these gods

steppe a vast plain without trees

Tatars another name for Mongols; also known as Tartars

vassal state a state whose ruler acknowledges a foreign ruler as his overlord

1.11 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Multiple choice quiz 

Short answer quiz

1. Where did the Goths, Vandals, Burgundians and Franks come from?
2. Where did Islam begin?
3. What made the rulers of the states that replaced the Western Roman Empire relatively weak?
4. Which two civilisations kept ancient Greek and Roman learning alive while this knowledge declined in western Europe?
5. What problems did the Vikings and Magyars cause for other peoples in the ninth and tenth centuries?
6. Why did Europe's trade decline in the Early Middle Ages while trade in the Muslim world expanded?
7. Name three medieval changes in technology that increased food production.
8. How did feudalism work?
9. Where did the expansion of the Polynesian peoples take place?

10. Who were the Khmers?
11. How big was the Mongol Empire?
12. Who was Kublai Khan?

Apply your understanding

13. In medieval times, most people probably never travelled more than a few kilometres from their homes. Few could afford to travel, many were not free to do so, and travel was dangerous and slow.

However, three people who travelled enormous distances were:

- Ibn Battuta, a Muslim from Morocco
- Marco Polo, an Italian Christian from Venice
- Zheng-He, a Chinese admiral.

Working in small groups, choose *one* of these three travellers. Use the internet and your library to produce:

- (a) a report that includes a summary of the traveller's journey (when he departed and returned, reasons for the journey, where he went, the difficulties and dangers he encountered, how we know about his travels) and a map of the journey
 - (b) four postcards. There were, of course, no postcards in medieval times, but for this task imagine you are your chosen traveller and you need to write home.
 - (i) Choose four key ports, towns or cities along your route.
 - (ii) Address each postcard from one of these places to friends or family at home.
 - (iii) Include information like your means of transportation, how long your trip is taking, unusual sights and dangers, and some general information about the place from which you are sending the postcard.
14. (a) Who do you think is represented by the central figures in **Source 1**?
 - (b) How do you think such images would have influenced ordinary people in medieval times?
 15. For what reasons might medieval rulers have encouraged religious devotion?
 16. What role do you think the kinds of defences shown in **Source 2** would have played in Constantinople's survival until 1453?
 17. Why could the fall of Constantinople be considered a major event in history?

SOURCE 1 A sculpture above the doorway of a Catholic monastery in Dubrovnik, Croatia



SOURCE 2 A surviving section of the medieval city walls of Constantinople (now Istanbul, Turkey)



Go online to access additional end of topic resources such as interactivities and printable worksheets.

🔗 **Try out these interactivities:** A world in change timeline (int-2943)
A world in change crossword (int-4074)

📄 **Complete these digital docs:** Worksheet 1.8: The medieval legacy
Worksheet 1.9: Crossword
Worksheet 1.10: Summing up
Worksheet 1.11: Reflection

Back to the big questions

At the beginning of this topic several big questions were posed. Use the knowledge you have gained to answer these questions.

1. How did societies change during the period between ancient and early modern times?
2. How did beliefs and values influence societies in this period?
3. What were the relationships between rulers and people?
4. How did contact and conflict occur between different societies?
5. What people, groups and ideas from this period have influenced the modern world?

A church and the defensive walls and towers protecting the medieval city of Kotor in Montenegro. Religious faith and the ever-present threat of war were two of the main concerns of most people living between ancient and early modern times.



TOPIC 2

A world of expanding contacts (c. 1400–1750)

2.1 Overview

Numerous **videos** and **interactivities** are embedded just where you need them, at the point of learning, in your learnON title at www.jacplus.com.au. They will help you to learn the content and concepts covered in this topic.

2.1.1 Early modern times

The period from about 1400 to 1750 was an age of transition between medieval times and the modern age. In the Renaissance of the fifteenth and sixteenth centuries, Europeans rediscovered the learning of the ancient world and made great advances in arts and sciences (see **topic 6** to learn more about the Renaissance). This period is also often called the Age of Exploration. It was a time of amazing voyages of discovery that brought different peoples into contact who had never before known about each other's existence.

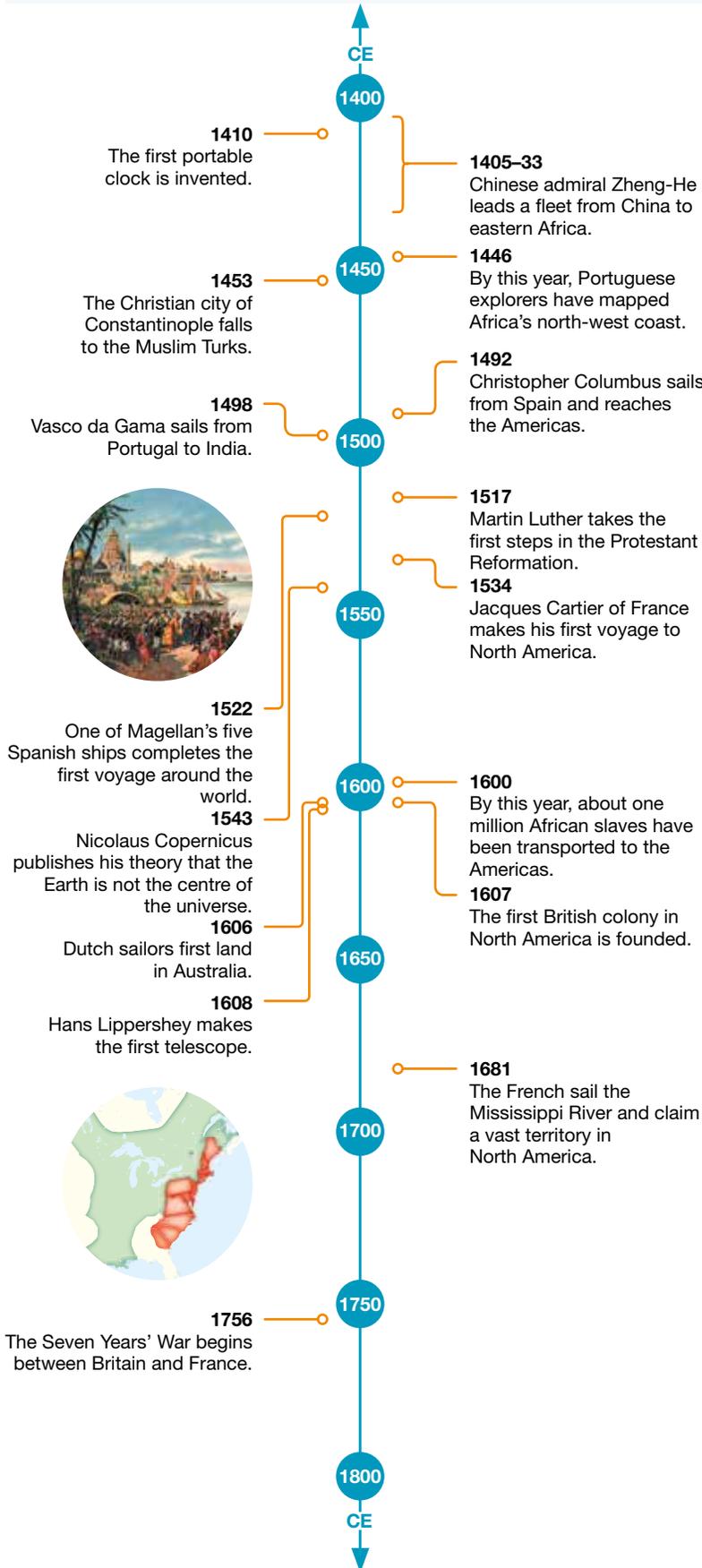
Today there are very few places on our planet where humans have not ventured. Every day, thousands of ships sail the world's oceans while aircraft carry passengers and cargoes between continents in mere hours. From time to time ships sink and planes crash but such disasters are rare. Generally, international travel is safe and reliable because of modern technologies, especially in navigation. But imagine what it would be like to travel vast distances across dangerous seas in vessels as tiny as the *Duyfken*. The sailors on this ship had no maps that could tell them what they would encounter when they set sail from the Spice Islands (now Indonesia) in 1606 to search for new lands to the south and east.

In this topic we will investigate how, during early modern times, people gained a better understanding of the world through new ways of thinking, changing technology and voyages of discovery. We will also see how new contacts led to colonisation and conflict.

SOURCE 1 A painting by Alfredo Roque Gameiro (1864–1935) depicting the arrival of Vasco da Gama in Calicut in 1498



SOURCE 2 A timeline of early modern times



SOURCE 3 A replica of the small Dutch sailing ship *Duyfken*. The original *Duyfken* made the first recorded voyage to Australia in 1606 when it charted the coast of Cape York Peninsula.



Big questions

As you work through this topic, look for information that will help you to answer these questions:

1. What was known about the map of the world about 1400 CE?
2. Why were great voyages of discovery made during this period?
3. How did these voyages change the map of the world?
4. Why were western Europeans able to spread their power during this period?
5. What were the consequences of contact and colonisation?

Starter questions

1. What would it be like to travel to a completely unknown land that was not marked on any map?
2. Why do you think human beings, who had spread to all continents in Old Stone Age times, were unaware of the existence of many of their fellow humans until the fifteenth century or even later?
3. Why do you think people who discovered new lands thought they had the right to take these lands from the people who were already there?

2.2 How do we know about the world from c. 1400 to 1750?

2.2.1 Primary sources

Much of the period from around 1400 to 1750 is rich in primary sources because, in Europe, it was a time of a great revival of the arts, including painting and writing. The abundance of primary sources is also partly because this was a time of new ideas and discoveries, and a time of conflicting theories and beliefs. From the mid-fifteenth century, theories about the world and arguments about religion, philosophy and science were not only recorded but widely circulated thanks to the invention of the printing press.

Voyages of discovery, in particular, produced many primary sources. Among the most useful of these are the journals kept by sea captains, as well as the maps, which provide records of each step taken toward a greater knowledge of the world.

SOURCE 1 The *Fra Mauro* map was made in Venice between 1457 and 1459 by a Catholic monk, after whom it is named, and Andrea Bianco, a **cartographer**, at the request of King Alfonso V of Portugal. It was drawn on parchment and set in a timber frame. This circular map is two metres in diameter. The original was lost but this copy was completed by the cartographer. Unlike modern maps, the world is shown 'upside down', with North at the bottom.



2.2.2 Maps and exploration

Maps have existed at least since the ancient Babylonians of the sixth century BCE. The ancient Greeks made world maps from about the same time, and the Romans and Chinese made them from at least the first century BCE. But these maps could cover only the small part of the world that was known to their creators — Europe, North Africa and parts of Asia.

Before Europe's Age of Discovery began, other peoples had already led the way. Vikings from Europe's cold north had travelled all the way to North America in their longboats. Polynesians had sailed their canoes across the vast Pacific Ocean, exploring and settling widely separated islands. Peoples from Indonesia had sailed to Madagascar, near Africa, and settled there. The Chinese had explored much of the Indian Ocean. In medieval times, the Muslim Arabs had led the world in navigation. They travelled across much of Africa, Asia and Europe and established trade routes across the Atlantic Ocean, in and around the Mediterranean Sea, and across the Indian Ocean and China Sea as far as Japan.

Sources 1, 2, and 3 provide insights into people's growing understanding of world geography.

SOURCE 2 The *Da Ming Hun Yi Tu* map was painted in China on 17 square metres of silk for a Ming emperor, possibly around 1389. It is the oldest surviving Chinese world map. Completed about 60 years earlier than the *Fra Mauro* map, it puts China at the centre of the known world with a squashed Europe and Africa at the left.



SOURCE 3 From the journal of Christopher Columbus, written for the King and Queen of Spain during Columbus's voyage of 1492, during which he accidentally discovered America

Your Highnesses, as Catholic Christians, and princes who love and promote the holy Christian faith, and are enemies of the **doctrine of Mahomet**, and of all **idolatry** and **heresy**, determined to send me, Christopher Columbus, to ... India to see the said princes, people, and territories, and to learn their disposition and the proper method of converting them to our holy faith; and furthermore directed that I should not proceed by land to the East, as is customary, but by a Westerly route, in which direction we have ... no certain evidence that any one has gone. So after having expelled the Jews from your dominions, your Highnesses, in the same month of January, ordered me to proceed with a sufficient armament to the said region of India ...

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Deepen and check your understanding of the topic with the following resources and auto-marked questions:

• **Non-European exploration**

2.2 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. What defined Europe's Age of Discovery?
2. Maps have existed at least since the ancient Babylonians of which century?
3. Before Europe's Age of Discovery began, other peoples had already led the way. Who were they?
4. When did Christopher Columbus accidentally discover America?

Apply your understanding

5. Look closely at **Source 1** and compare it with a modern map of Asia, Europe and Africa.
 - (a) Which parts of this map are the most accurate and which parts are the least accurate? Why?
 - (b) Which parts of the world are missing from this map? Why?
6. Look closely at **Source 2** and compare it with a modern map of Asia, Europe and Africa.
 - (a) Which parts of this map are most accurate and which parts are least accurate?
 - (b) How would you account for such differences in levels of accuracy?
 - (c) Which parts of the world are missing from this map?
 - (d) Why would it have been impossible to include them?
7. Which of **Sources 1** and **2** is the more accurate and what could be the reasons for this?
8. Read **Source 3**.
 - (a) Who instructed Columbus to make this voyage and what was their attitude towards Muslims, Jews and people of non-Christian religion?
 - (b) Which country was Columbus trying to reach?
 - (c) What religious task was he supposed to perform there?
 - (d) In which direction was he ordered to sail?
 - (e) Referring to **Source 1**, suggest why Columbus thought he could reach India by sailing in that direction.
 - (f) What undiscovered continent would have stood in the way of a sea voyage west from Spain to India?

2.3 Technology, population, cities and trade

2.3.1 Farming technology and population growth

Many of the great changes that occurred between the 1400s and about 1750 resulted from events or ideas from later medieval times. These included the spread of Islam to India and parts of South-East Asia, the opening of trade under the Mongol Empire and the fall of Constantinople to the Muslim Turks in

1453, which ended the Byzantine Empire. Later medieval times also saw advances in farming and sailing technologies, and the growth of populations, cities and trade. All of these changes would influence the world in the centuries to come.

World population grew because changes in technology enabled more food to be produced. New technologies spread across Europe, Asia and Africa through trade routes. Important technological changes included:

- the mouldboard plough, which enabled heavy European soils to be turned and drained
- better irrigation methods
- improved breeds of farm animals, providing more meat from each animal
- the horse collar, enabling horses to pull heavier loads without choking
- improving crops and enriching soils
- cultivation of rice in areas such as the huge Ganges Delta in India
- the spread of techniques for growing crops such as corn in the Americas.

The population of Europe, Asia and Africa reached about 235 million by 1250 CE. But in the early fourteenth century, population levels fell due to:

- epidemics, especially the Black Death (bubonic plague) that began in 1347 and reduced the population by possibly a third
- the Little Ice Age (a cold period in the Northern Hemisphere), which caused many famines because much less food could be grown.

However, the population again grew rapidly after about 1350, reaching about 400 million by 1500. Environmental problems also grew. Forests were cut down for wood and to clear more land for farming, which increased soil erosion and flooding.

2.3.2 Cities and trade

The number of big towns and cities once again grew. This was possible because:

- improved agriculture provided a surplus to feed people in towns and cities
- towns and cities were growing centres of trade, populated mainly by merchants and skilled craftsmen and their families.

As cities became wealthy, their power grew. In some European countries, representatives of cities sat alongside lords and church leaders as advisers to kings. Some trading cities came to be almost independent states, governed by wealthy citizens.

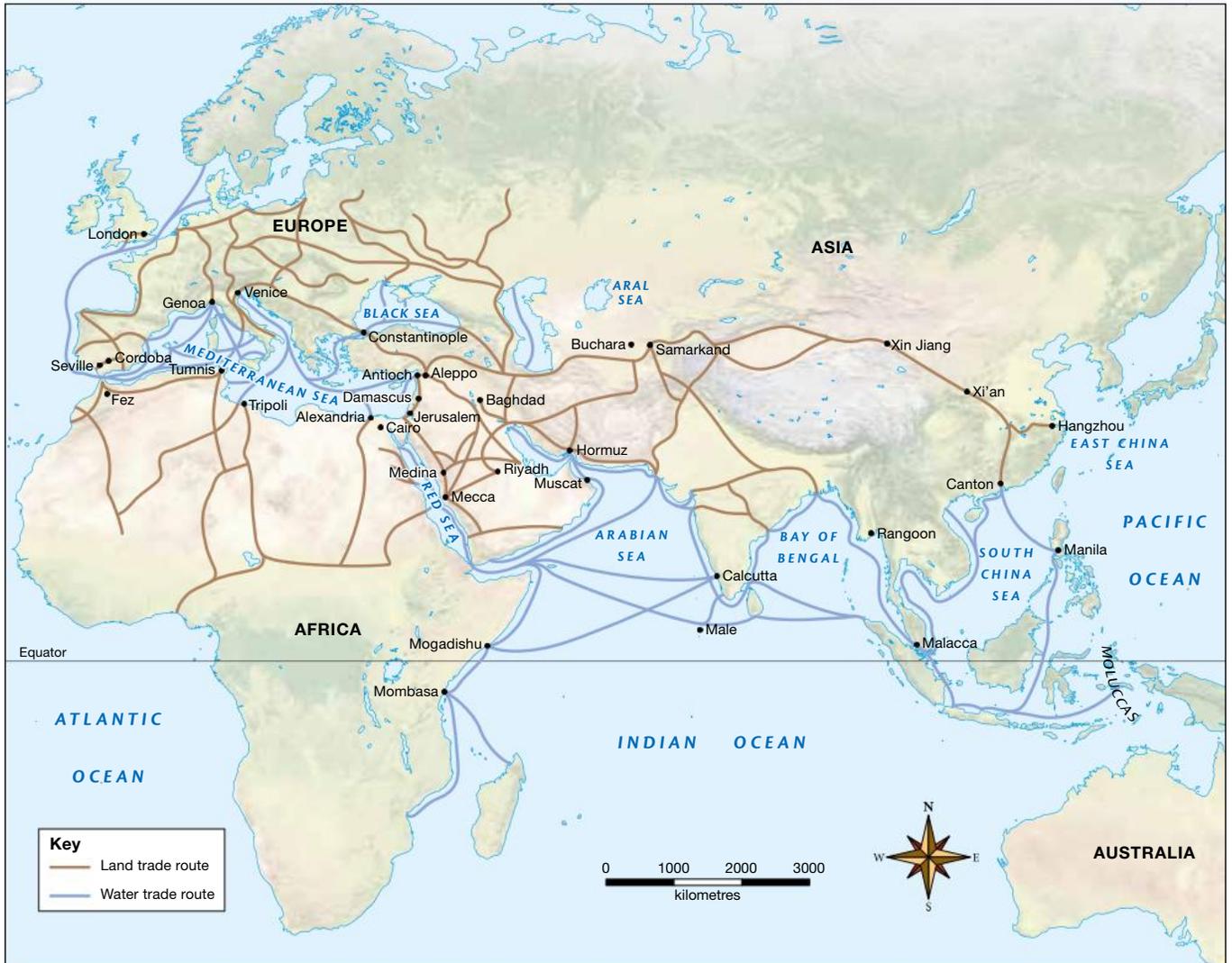
DID YOU KNOW?

Towns could be dangerous places to live. There were few effective ways of getting rid of wastes, so the smell in towns was usually terrible. Also, fires in workshops and houses spread quickly and often. The city of Rouen in France was destroyed by fire eight times in 25 years.

Trade routes

Trade expanded along ancient trade routes including the Silk Road, and new trade networks were opened. Goods traded included spices, silk, tea, salt, horses, gold and slaves. Land trade routes crisscrossed Europe, Asia and North Africa. Sea trade routes crossed Europe's Atlantic coast; Africa's east coast; the Baltic, Mediterranean, Black, Red and Arabian seas; the Bay of Bengal; and the South China Sea. Long-distance voyages were very dangerous but they were helped by new technologies in ship-building and inventions such as the **mariner's astrolabe** and the **sternpost rudder**. The Chinese developed large ships that could carry hundreds of sailors and merchants. Between 1405 and 1433, Chinese admiral Zheng-He took a fleet all the way from China to east Africa.

SOURCE 1 A map of trade routes of Europe, Asia and Africa in later medieval times



2.3 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

- Copy the following sentences and complete them by filling in the gaps.
 - The world's population rose until the early _____ century because _____ enabled agriculture to produce more _____.
 - In the early fourteenth century, population levels fell in Europe, Africa and Asia due to _____ and _____.
 - Clearing forests for agriculture caused problems such as _____ and flooding.
- Give two reasons for the increase in the number of large towns and cities in the Late Middle Ages.
- Name some of the goods that were exchanged along trade routes.
- How did the mariner's astrolabe and the sternpost rudder improve travel by sea?
- Imagine you are a merchant who is about to set out along one of the trade routes shown in **Source 1**. Make a plan for your journey. Include:
 - a copy of the route you will take
 - a list of provisions for your journey

- (c) a list of places where you will get fresh supplies of food
- (d) an estimate of the distance of your journey. (*Hint: Use the scale in Source 1.*)

Apply your understanding

6. Choose one of the trade routes in **Source 1**.
- (a) Name the medieval cities along the route.
 - (b) Use a modern atlas to list the countries and/or seas crossed by this trade route.
 - (c) Work in small groups to make a list of at least five questions that a historian could ask about this trade route.

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Complete this digital doc: Worksheet 2.1: Europe and the rest of the world

2.4 Africa and the Americas

2.4.1 African traders

In the seventh century, Muslim Arabs conquered coastal North Africa. From there, Arab traders gradually spread along the east coast. Because traders could cross the deserts with camels, Arabs were able to spread Islam south of the Sahara into several West African kingdoms.

By the thirteenth century, Arab Muslims lived in and traded from bases in African coastal towns, from modern-day Somalia to Tanzania. Arab **dhows** brought manufactured goods to Africa from Arabia and India. Goods included weapons, tools, cloth, glass and pottery. The boats sailed back carrying slaves, ivory and gold.

Ghana

Ghana was the strongest of the farming kingdoms that arose in West Africa from the ninth century. Ghana was located north of the modern state of Ghana in what is now Mali. In 1062 CE, Islamic Berber nomads attacked Ghana, but it took 14 years before they captured its capital, Kumbi. Ghana collapsed but Mali rose in its place in the thirteenth century.

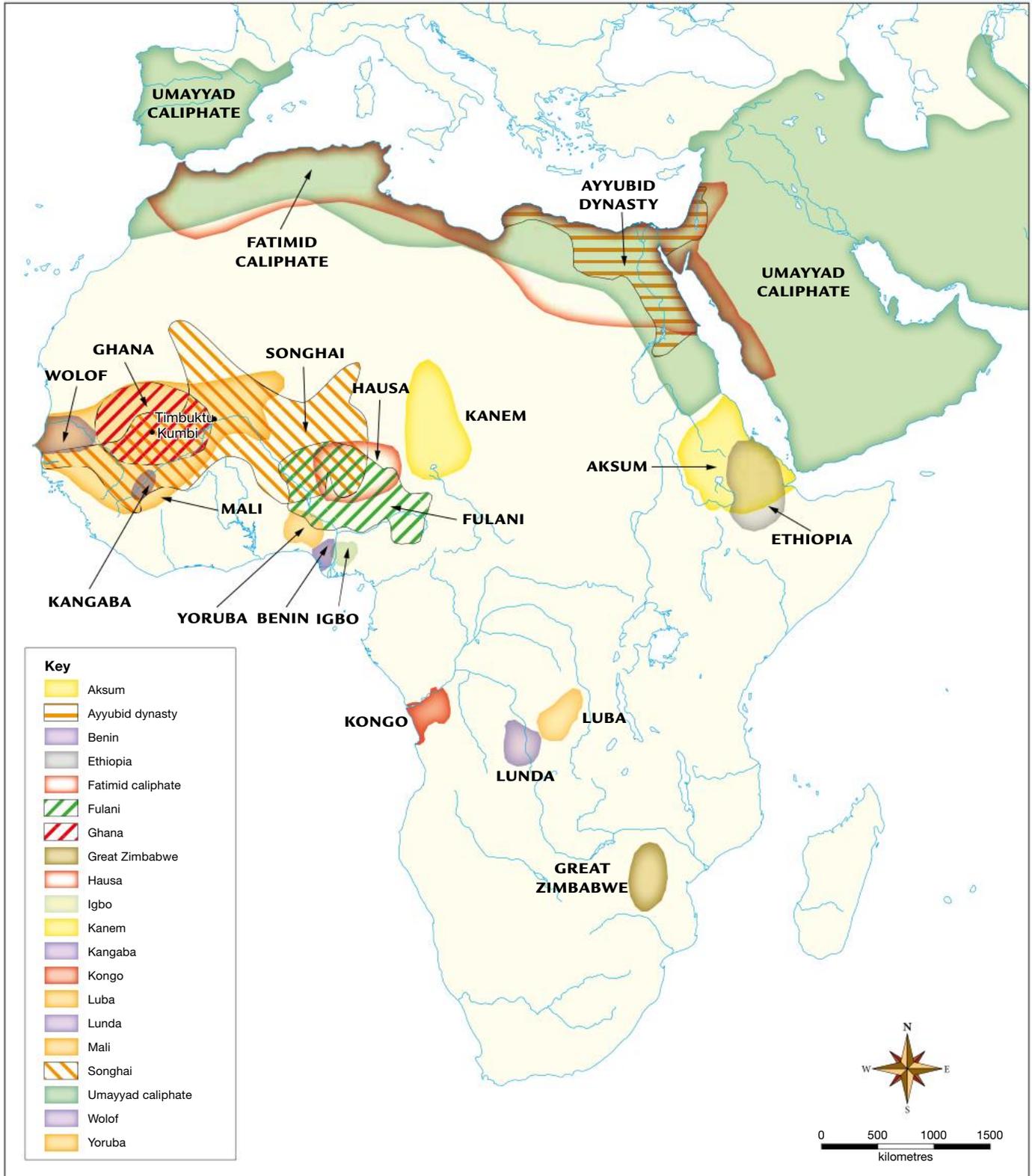
Mali

The first ruler of the Mali Empire was Sundiata (1230–1255). He expanded its territory and gained control of the gold trade, in which Arab traders transported gold north through caravan routes. Mali's rulers became Muslims and gained great wealth. When Mansa Musa, who ruled Mali from 1312 to 1327, went on a pilgrimage to Mecca, he took a huge party with him, including 12 000 slaves dressed in silk. Arab scholars were brought to Mali and, in the fourteenth century, they built a university at Timbuktu that operated until the sixteenth century, when invaders from Morocco destroyed it.

Other African civilisations

By the fifteenth century, Islam also influenced other wealthy African trading states, including the Hausa city-states, Kanem and the Songhai Empire. City-states also emerged in Guinea. In the sixteenth century, Portuguese and Dutch explorers visited some of their towns, including Benin. Between the thirteenth century and the fifteenth century, Great Zimbabwe became a wealthy African kingdom by trading gold through Muslim merchants on the coast.

SOURCE 1 A map of medieval Africa showing the rise and fall of kingdoms



SOURCE 2 Conical tower within the ruins of Great Zimbabwe



2.4.2 The Americas

Also in the seventh century, far across the world and completely unknown to the peoples of Africa, Europe and Asia, new civilisations were emerging in the Americas. In Central America, the Mayan Empire had flourished from the fourth century to the tenth century. From about 975, the new Toltec civilisation emerged in Mexico. In the thirteenth century, the Aztecs conquered the Maya and the Toltecs. From their capital, Tenochtitlan, the Aztecs came to rule an empire of some 15 million people (see subtopic 12.3).

SOURCE 3 A modern artist's impression of Tenochtitlan



In modern-day Peru in South America, the Inca civilisation emerged from earlier civilisations. By the fifteenth century, the Incas had an empire that stretched along much of the western part of South America. It was ruled by the Sapa Inca (emperor) from his capital, Cuzco, in the Andes mountains. The Sapa Inca had absolute power. He was worshipped as the son of the Sun and was supported by a class of nobles who held important positions in the government, military and priesthood. Inca mines produced gold and silver, and Inca craftsmen were famous for their skills in working these metals. Inca territory had expanded through the conquering of neighbouring tribes. Conquered peoples were expected to adopt Inca ways, learn the Inca language and worship the Inca sun god. Although the Incas did not use wheels, they constructed 23 000 kilometres of roads throughout their empire.

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Deepen and check your understanding of the topic with the following resources and auto-marked questions:

➤ Incas

2.4 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. In which parts of Africa did Arab influence spread in medieval times?
2. How did the camel and the dhow help Muslims to trade and spread their influence in Africa?
3. What cargoes did Arab traders bring into and take out of Africa?
4. How do you think this trade would have affected African people?
5. What is significant about Timbuktu?
6. Name four civilisations that emerged in the Americas by the fifteenth century.
7. Create a timeline of medieval milestones in Africa and the Americas using the information in this subtopic.

Apply your understanding

8. Using **Source 1** and a modern atlas:
 - (a) make a list of West African kingdoms in the Middle Ages
 - (b) find out which modern countries occupy the sites of these kingdoms.
9. Look carefully at **Source 2** and explain how it provides evidence of a great civilisation.

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Complete this digital doc: Worksheet 2.1: Europe and the rest of the world

2.5 The emerging power of western Europe

2.5.1 Emergence of western Europe

Western Europe was changed by three great movements during early modern times. The first was the **Renaissance** that began in the fifteenth century (see subtopics 6.3 to 6.6). The second and third were the Scientific Revolution and the Enlightenment of the eighteenth century (see subtopic 6.7). Early modern times also saw Western Europeans spread their power by finding new sea routes, exploring, taking control of trade, conquering new lands and founding **colonies**. Three things — new ideas, the quest for riches and new uses for inventions — made this possible.

New ways of thinking

When Marco Polo visited China in the thirteenth century, he was amazed by its wealth and culture. Nobody in his time could have imagined that western Europe would come to dominate the world. The changes that made this possible started with the Renaissance in Italy in the 1400s. It was a period of renewed interest in the learning and arts of ancient Greece and Rome. It led to a movement in which some people began to think more independently and to seek a better understanding of their world.

The quest for riches

In the thirteenth century, the Mongols had encouraged trade and foreign contacts throughout their empire. European merchants had travelled along the Silk Road, creating a growing European demand for luxury goods from Asia. This demand contributed to the search for a sea route to Asia, especially after 1453 when the Ottoman Turks captured Constantinople and took control of overland trading routes linking Europe and Asia. By the 1400s, many merchants had become very wealthy. Some became bankers who lent money to rulers. Merchants encouraged artists and architects and saw that great profits might be made by funding exploration to find a sea route to Asia.

SOURCE 1 This thirteenth century French illustration shows Marco Polo arriving at the court of Kublai Khan with his father, Nicolo, and his uncle, Maffeo.



2.5.2 Inventions and their uses

Western Europe's expansion was also made possible by its use of inventions from other cultures. Many inventions that Europeans adopted originated in China and had been in use for hundreds of years. These included gunpowder, the **compass** and printing. **Clockwork** had been invented in the Byzantine Empire. Modern mathematics had spread from fourth century India through the Islamic world to Europe. **Lateen sails** had been used for centuries on Arab dhows. But Europeans put such inventions to better use. Printing spread rapidly after Johannes Gutenberg produced the first European book on a printing press using moveable type in 1445. By 1500, there were about a thousand printers in Europe and new ideas were spreading widely through printed books. The first portable clock was made in 1410. Hans Lippershey, a Dutchman, made the first telescope in 1608.

SOURCE 2 Telescopes in the past were much less powerful than they are today. However, by improving on Hans Lippershey's 1608 telescope, Galileo Galilei of Italy was able to see the Moon's surface. He also discovered moons orbiting Jupiter.



SOURCE 3 Today, many clocks are digital. Before that, they used clockwork. An example of medieval clockwork can be seen inside this clock in St Vitus cathedral in Prague.

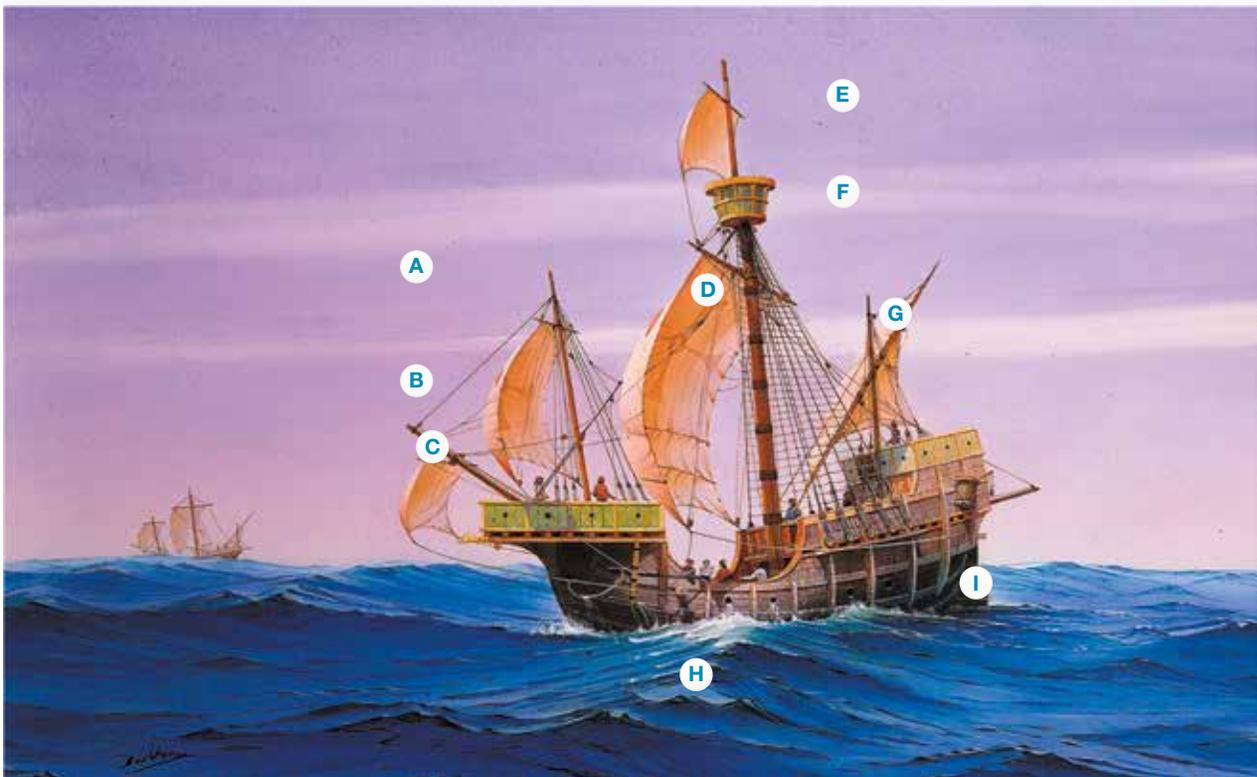


DID YOU KNOW?

The first paperback books were printed in Venice by Aldus Manutius. They were made without heavy covers so that they could be carried in saddlebags.

Mathematics, compasses, telescopes and clockwork were very important for navigating ships. In the fifteenth century, a new shipbuilding method emerged in Europe. It used the lateen sails of Arab dhows with the fixed square rigged sails that had been used in ancient galleys to produce the world's first real ocean-going ship, the **caravel**. From the beginning of the sixteenth century, carracks were developed from caravels. These new ships were bigger, faster and could be sailed under different wind conditions.

SOURCE 4 A modern artist's impression of a fifteenth-century caravel



- A** Caravels were about 15 metres long and weighed about 80 tonnes. They were smaller, lighter and faster than the later Spanish galleons.
- B** Food supplies included salted fish, pickled meat, weevil-infested biscuits, rice, dried beans, chickpeas and raisins. On long journeys, sailors often became very sick with scurvy (caused by a lack of vitamin C) as they had no fresh fruits and vegetables.
- C** Water and wine were stored in casks and often went 'off' on long journeys.
- D** Square sail
- E** As well as ordinary seamen, a ship's crew included carpenters, cask makers and sailmakers.
- F** A mix of square and lateen (triangular) sails made caravels easy to manoeuvre, especially when sailing into headwinds.
- G** Lateen sail
- H** Wooden planks were fixed side by side onto the hull with wooden pegs. To keep the ship steady under sail, the bottom of the hull was often filled with gravel.
- I** A rudder at the back of the ship (adapted from the Chinese) meant the ship could steer without oars.

2.5 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Using **Source 4**, identify three features of the caravel that would have made it more suitable than earlier ships for sailing across oceans.

Apply your understanding

2. Form small groups to discuss ways in which the printing press, gunpowder and the compass could have contributed to the growth of European power.
3. Hold a class discussion on how history might have been different if the printing press had never been invented.
4. Draw a mind map to show how new ways of thinking, the quest for trade and the use of inventions contributed to Europe's expansion from the fifteenth century.
5. Use the internet or your library to find out why accurate time-keeping is necessary to find a ship's longitude.

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Complete this digital doc: Worksheet 2.2: The emerging power of western Europe

myWorldHistoryAtlas

Deepen and check your understanding of the topic with the following resources and auto-marked questions:

- The West visits the East
- European exploration

2.6 Portuguese and Spanish voyages of discovery

2.6.1 Portugal leads the way

The spirit of inquiry that marked the Renaissance also contributed to European exploration and the expansion of Europe's influence throughout the world. Sea travel was extremely dangerous but there were huge profits to be made, and so the Portuguese and Spanish sailed through unmapped waters towards what many thought were the edges of the Earth.

Between the seventh and thirteenth centuries, Muslims had been the world's leading explorers and traders. But from the fifteenth century the lead was taken by the Portuguese and soon after by the Spanish. The small kingdom of Portugal took the first steps. Prince Henry, the governor of Portugal's southern coastal region from 1419, encouraged shipbuilders, sailors and cartographers. He founded a school for navigation and obtained funds from Italian and German bankers. Henry wanted to take over the African coastal trade from the Muslims. By 1446, Portuguese expeditions had explored and mapped the north-west coast of Africa and brought back cargoes of gold and slaves.

In 1487, Portugal sent Bartholomew Diaz to find an eastern route to India by sailing around Africa. Diaz sailed down the west coast and reached the bottom of Africa but he had to turn back because many of his crew had died from diseases and the others refused to sail on. Ten years later, Vasco da Gama would succeed where Diaz had failed.

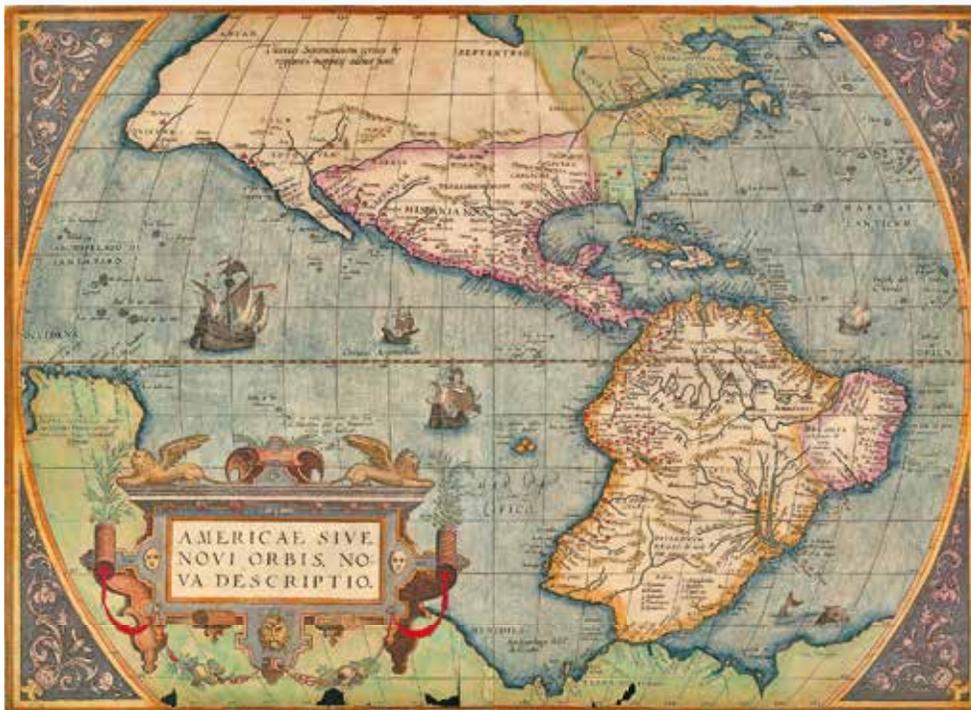
SOURCE 1 A map from *Cosmographia* printed in Germany in 1482. The map shows what Europeans knew of the world at that time.



2.6.2 Spain joins the quest

With financial backing from Spain, Christopher Columbus, an Italian explorer, set out in August 1492 to find a western route to Asia. At that time, nobody in Europe knew that the Americas existed. So when Columbus reached the Americas in October, he believed he had reached Asia. Between 1493 and 1504, Columbus made three more voyages to the 'New World', as the Americas were called. He established Spain's first American colony on the island of Hispaniola and set the pattern of brutal Spanish treatment of the native Americans.

SOURCE 2 A map of the Americas drawn in 1587



Magellan

Ferdinand Magellan was a Portuguese sailor but, like Columbus, he worked for Spain. Magellan believed that he could travel west to Asia if he sailed south of the route Columbus had taken. In 1519 he set out with five ships. Three reached the Philippines and the Moluccas but only one ship survived to return to Spain through the Indian Ocean in 1522. That ship had **circumnavigated** the world.

SOURCE 3 A map of Magellan's voyage around the world in 1519–1522



2.6.3 Motives for empire-building

In the sixteenth century, Portugal gained an empire that included Brazil and ports in Africa, India, Malaya and China. Spain's empire included the Philippines and much of the Americas. Forces that motivated Portugal and Spain included:

- rivalry with Muslim countries and the desire to take trade from the Muslims
- the search for legendary but non-existent Christian kingdoms in Africa and Asia
- growing demand for luxury goods from Asia
- the search for gold and silver that could increase European wealth and be exchanged for Asian luxury goods such as spices, silks, cotton and porcelain
- the desire to convert non-Christians to Catholic Christianity.

2.6 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. What did Diaz accomplish for Portugal?
2. Which sentences in this subtopic would provide evidence to support the view that sea voyages were very dangerous?
3. Why might Columbus have believed that he was in Asia when he reached the Americas?
4. Read the information on Magellan's voyage and look at **Source 3**. Imagine that you are a member of the crew on the sole surviving vessel of Magellan's five ships. Describe how you would feel about the hazards of your voyage.

Apply your understanding

5. Compare **Sources 1** and **2** and explain what Europeans knew about the world in 1587 that they did not know in 1482.
6. In small groups, discuss motives for empire-building and try to decide which motives you think would have been the most important.
7. Locate other maps from late medieval times and early modern times. Use these maps to write an explanation of how voyages of discovery enabled European cartographers to redraw the map of the world.
8. On 16 May 2010, 16-year-old Australian Jessica Watson sailed into Sydney Harbour after 210 days at sea, becoming the youngest person ever to complete a solo circumnavigation of the world. Use the internet and your library to compare her voyage with the voyage of Magellan almost 500 years earlier.

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Complete this digital doc: Worksheet 2.3: The Portuguese and Spanish voyages

2.7 Vasco da Gama opens the East

2.7.1 Vasco da Gama and his first voyage

In 1497, Vasco da Gama commanded the first ships to sail from Portugal to India. Da Gama returned to Calicut in India in 1502 and captured the city as a trading port for Portugal. The Portuguese set up other trading posts along Africa's west coast and along the sea route to China. This enabled Portugal to dominate the trade in spices and luxury goods.

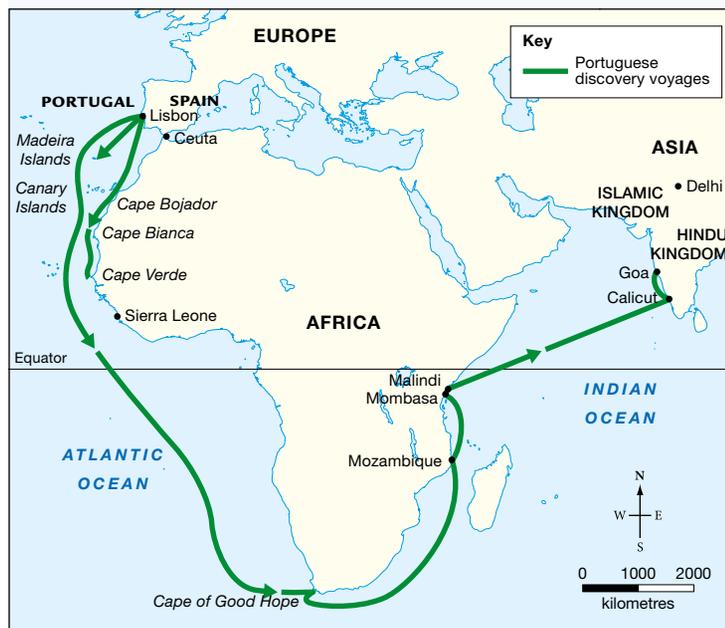
Vasco da Gama was born in Portugal in 1460 or possibly in 1469. He grew up at a time when Portugal's aim was to sail around Africa's southern tip and on to India. Reaching India by sea would enable Portugal to take control of the very profitable trade in India's spices.

Da Gama's first voyage

On 8 July 1497, da Gama set out with four Portuguese ships and 170 men along the route that Diaz had taken down the west coast of Africa. Rather than sticking close to the coast, da Gama sailed south from present-day Sierra Leone to reach the westerly winds of the South Atlantic Ocean. Diaz had discovered these winds a decade earlier and da Gama judged that they could blow his ships towards the bottom of Africa. It worked, but by the time the fleet reached the Cape it had travelled for more than three months over 8000 kilometres on the open ocean completely out of sight of land.

Da Gama's fleet then sailed up Africa's east coast to the Muslim trading port of Mozambique where he clashed violently with the local Muslims. Further up the coast, da Gama robbed Arab trading

SOURCE 1 A map showing Portuguese voyages of discovery in the fifteenth century



ships. The fleet stopped briefly at Mombasa, provoking more hostility. The next stop was Malindi. Here, da Gama gained help from an Arab guide. With this man's knowledge of the winds, the fleet reached Calicut in India in May 1498. When he was unable to persuade the Hindu king of Calicut to grant trading rights, da Gama kidnapped several locals and set sail for Portugal with a valuable cargo of spices. When he returned to Portugal in 1499, da Gama had lost two ships and over half of his crew had died of **scurvy**.

SOURCE 2 A painting by Alfredo Roque Gameiro (1864–1935) depicting the arrival of Vasco da Gama in Calicut in 1498



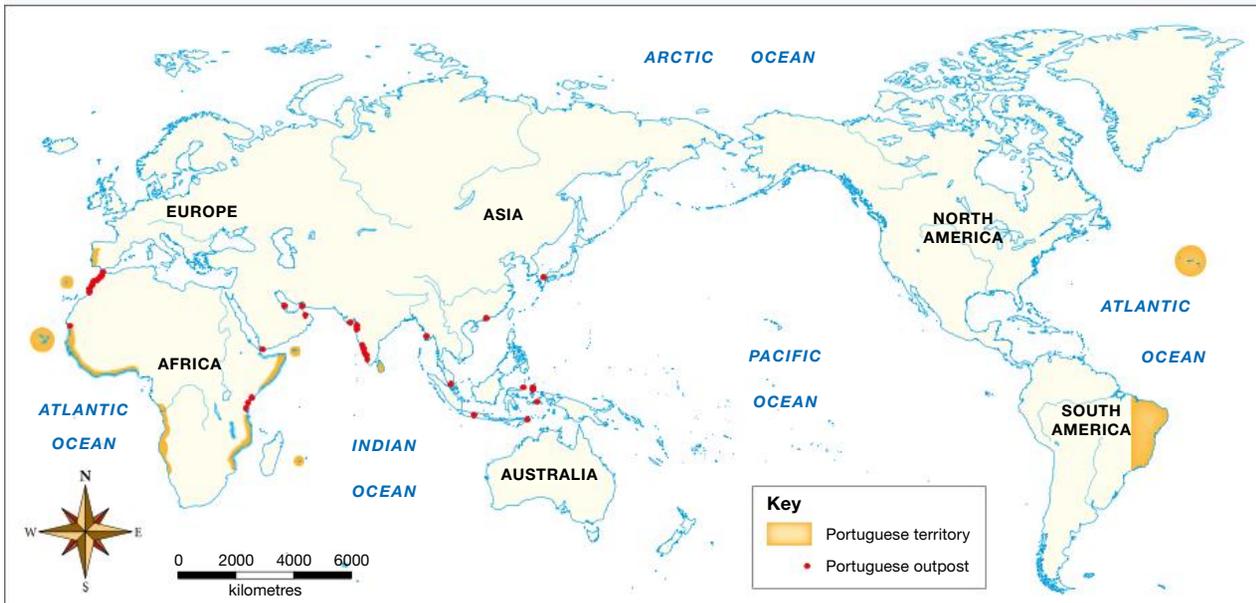
2.7.2 Da Gama's second voyage and rewards

In his subsequent voyages, da Gama showed how ruthless he could be in pursuing his own and Portugal's interests. In 1502, he led a fleet of fifteen ships with 800 men to capture Calicut. After capturing several Arab trading ships, da Gama bombarded Calicut with cannon fire. He also captured several rice boats and cut off the hands, ears and noses of their crew members. In the Indian Ocean, he seized a Muslim ship returning from Mecca. After robbing the 400 passengers — including women and children — of their valuables, da Gama ordered his men to lock them in the ship's hold, where they all died when da Gama had the ship set on fire.

Rewards

Following the first voyage, da Gama was rewarded with titles by Manuel I, the king of Portugal. In 1509, after his second voyage, da Gama was made Count of Vidigueira. When he was again sent to India in 1524 to be governor of Portugal's colonies, da Gama caught malaria and died soon after arriving. In the years that followed, da Gama was honoured in many ways: monuments were erected; operas were written about him; and some football clubs, a city and even a crater on the Moon were named in his honour.

SOURCE 3 The Portuguese Empire during the reign of King John III (1502–1557). In 1500, Portuguese navigator Pedro Alvares Cabal landed in Brazil and claimed it in the name of King Manuel I of Portugal.



Source: Map drawn by Spatial Vision.

2.7 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. Note: Question numbers may vary slightly.

Check your understanding

- Use the information in this subtopic and the evidence in **Source 1** to answer the following:
 - Explain how Vasco da Gama was able to successfully complete the mission attempted by Diaz a decade earlier.
 - How much value did Portugal place in its voyages of discovery? Why?
- Refer to **Source 3** and make a list of the modern-day places in which Portugal had colonies by about the mid-sixteenth century.
- Look very closely at **Source 2**.
 - Describe what is happening in this scene.
 - What really happened when Gama was in Calicut?
 - Why should paintings not always be trusted as historical evidence for the events they depict?

Apply your understanding

- For centuries, Vasco da Gama was regarded as a hero in Portugal. Form small groups to discuss the following question: ‘Should Vasco da Gama be regarded as a hero or as a brutal criminal?’
- Design and write two news headlines and articles on Vasco da Gama’s second voyage. The first should be written from the perspective of the rulers of Portugal in the early sixteenth century. The second should be written from a Muslim perspective.

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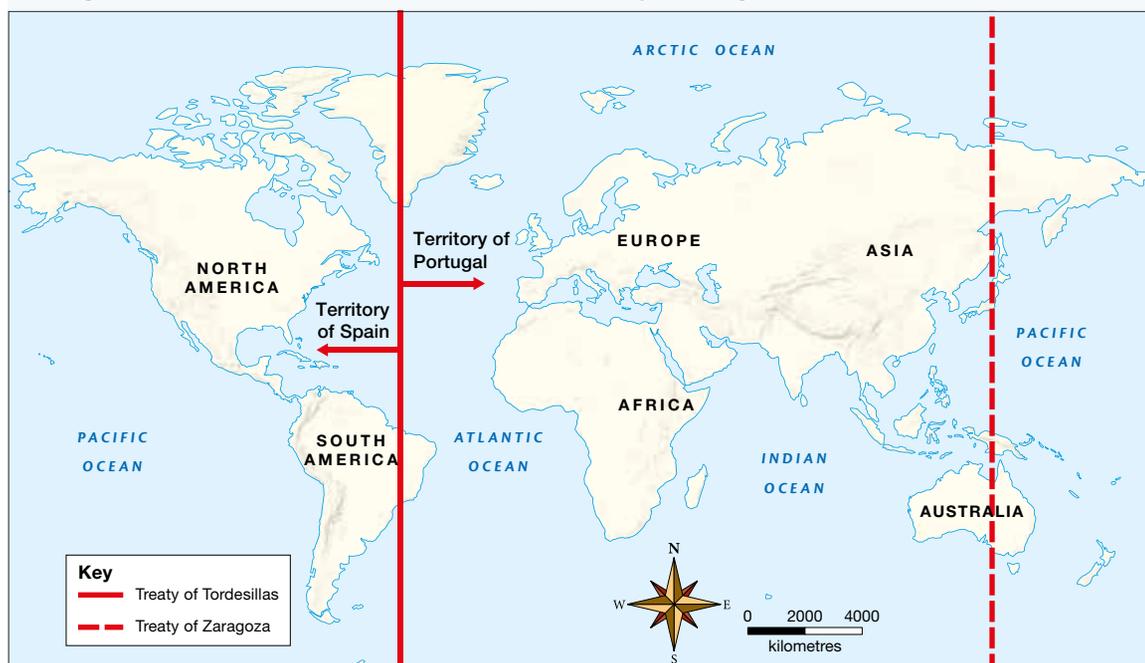
Complete this digital doc: Worksheet 2.4: A portrait of Vasco da Gama

2.8 Discoveries and the clash of empires

2.8.1 Consequences of the discoveries

Under the Treaty of Tordesillas signed in 1494, Pope Alexander VI divided the rights to new lands between Spain and Portugal. The treaty gave Spain the right to explore and colonise all lands to the west of Cape Verde on the coast of Africa. Portugal was given the right to everything to the east, including Brazil. However, the French, English and Dutch were rising maritime powers. They would not let such a ruling stand in their way. All three established American colonies in the first decades of the seventeenth century. As Portugal's power declined, a four-way struggle developed between the Spanish, French, English and Dutch to dominate the New World.

SOURCE 1 A map indicating the division of the world under the Treaty of Tordesillas. Once Spain and Portugal reached Asia, a second division, under the Treaty of Zaragoza, was made.



2.8.2 Colonies of North America

The French in North America

Jacques Cartier led a series of French expeditions exploring Newfoundland and eastern Canada from 1534. The French found that there were riches to be gained from fish, timber and furs. They established their first North American settlement at Quebec in 1608 and forged a harmonious relationship with the Huron and Algonquin tribes who controlled the supply of furs. This relationship changed the economy of

SOURCE 2 *Colonial Fur Traders* (coloured engraving), American School, seventeenth century



France's indigenous allies without threatening their way of life. However, it made the French the enemies of the powerful Iroquois of the Five Nations, the traditional enemies of the Algonquin and Huron. The Iroquois allied themselves with the English.

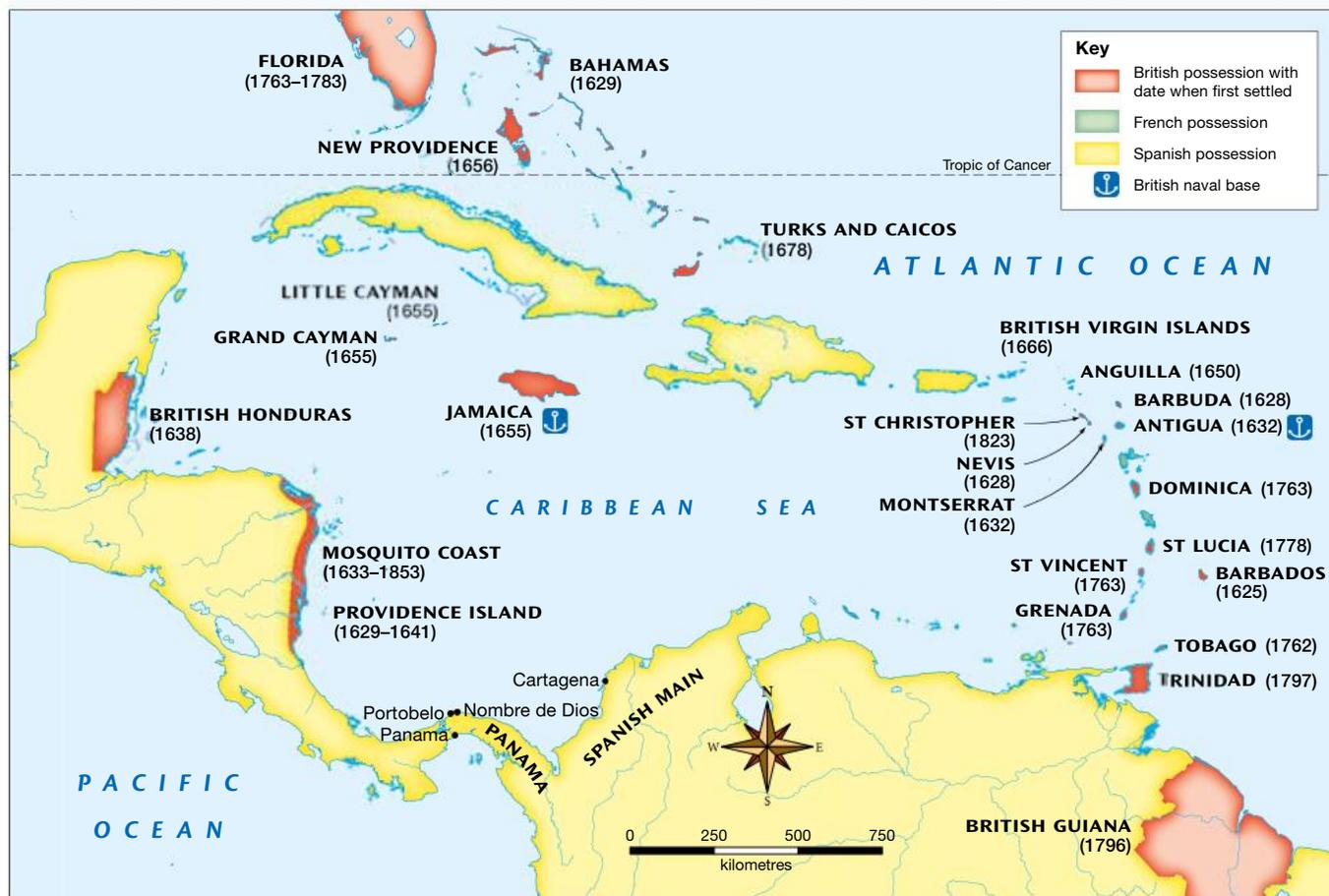
The British in North America

In 1607, the Virginia Company of London founded Britain's first successful colony in North America. By the end of the seventeenth century, Britain had a strip of colonies along the east coast of the modern-day United States. They included New York, which had been the Dutch colony of New Netherlands until an English fleet captured it in 1664. While searching for an imagined north-west passage to Asia in 1610, Henry Hudson discovered Hudson Bay (in modern-day Canada). Following this, Britain settled much of eastern Canada. Unlike the French, the English were mostly farmers and they soon made enemies of the tribes whose lands they took. In the seventeenth and early eighteenth centuries, Britain also founded colonies on several islands in the Caribbean Sea.

SOURCE 3 French and British settlements and areas of interest in North America before 1763



SOURCE 4 British, French and Spanish colonies in the Caribbean in the seventeenth and eighteenth centuries



DID YOU KNOW?

For many years, early English and French explorers in North America thought they would find a 'north-west passage' through the dangerous American wilderness that would take them to India.

2.8.3 The Dutch Empire

The Dutch East India Company was formed in 1602 to seize control of the eastern trade from Portugal. It established Batavia (modern-day Jakarta in Indonesia) as a trading base. Malacca was an important link along the trade route between India and China, and so the Dutch captured Malacca from the Portuguese in 1641 and took over the eastern trade. To re-supply their ships on the long voyage between Amsterdam and the east, the Dutch founded a colony at the Cape of Good Hope, the most southerly point in Africa, in 1652.

In 1606, 1623 and 1642, Dutch sailors made landings in Australia, but they saw the country as having no value for them. In 1621, the Dutch West India Company was formed to join in the enormously profitable Atlantic trade. By 1642, the Dutch captured many Portuguese forts on the West-African coast and took over transportation of African slaves to colonies in the Americas. From about 1650, the English and French joined in the slave trade as, to a lesser extent, did the Danes, Swedes and Germans. The Dutch also gained small colonies in the Americas.

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Deepen and check your understanding of the topic with the following resources and auto-marked questions:

• [European contact with Australia](#)

Rivalry between Britain and France

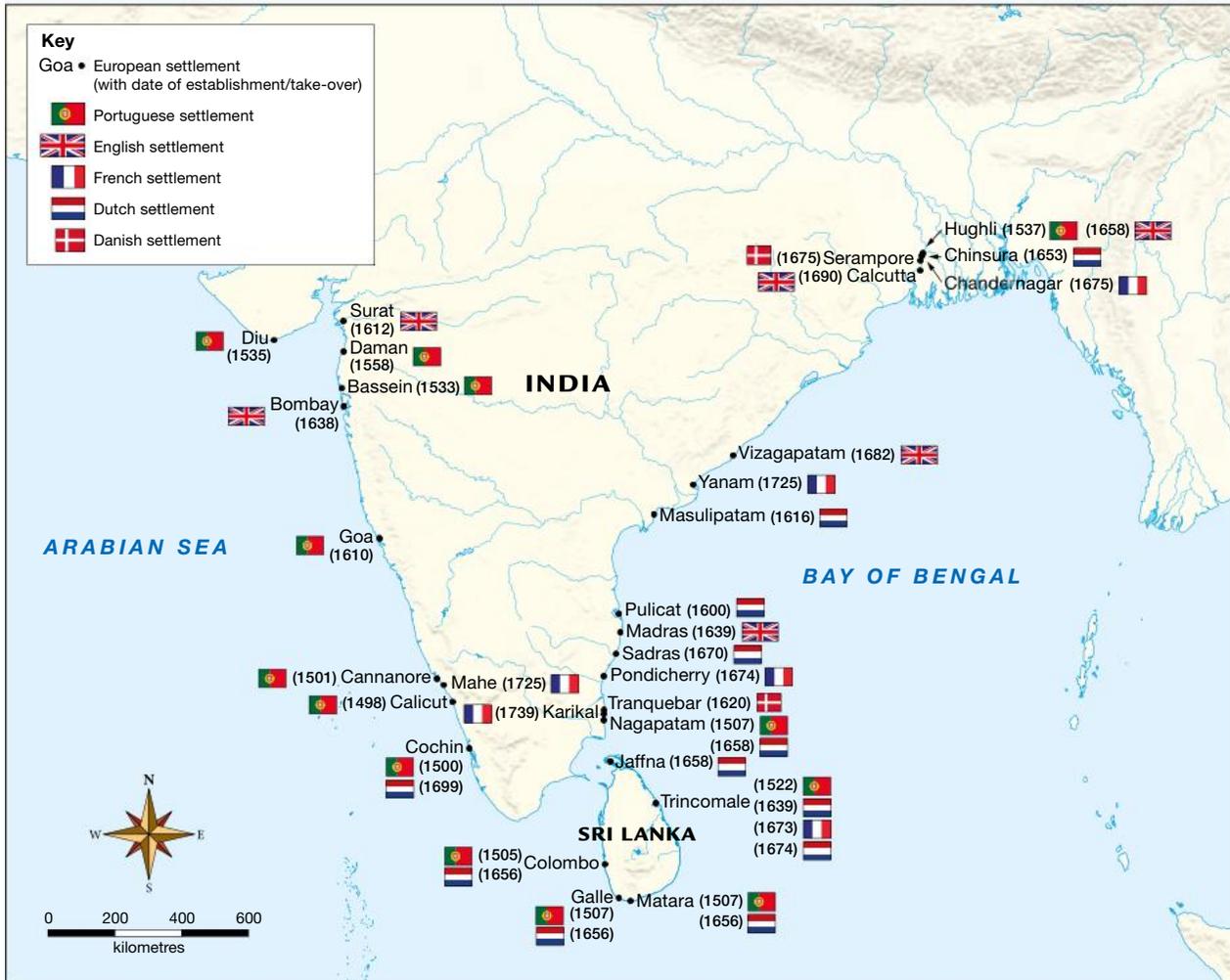
After the 1650s, Dutch sea-power declined and there was increasing conflict between the French and the British in North America. In 1681, a French expedition sailed down the Mississippi River and claimed a vast area, which it called Louisiana. This stood in the way of future British expansion.

The two powers also had conflicting interests in India. By 1647 the British East India Company had 27 trading posts in India, and in 1665 it gained Bombay (Mumbai) from the Portuguese. France set up its *Compagnie des Indes* to expand French influence in India and it soon clashed with the British. In 1746, the French captured Madras, although they handed it back two years later. The Seven Years' War (1756–63) between Britain and France would lead to the loss of New France in America and the decline of French influence in India.

DID YOU KNOW?

The desire to convert non-Christians to Christianity was one among many motives for European exploration and empire-building. This became an even stronger motivation for Roman Catholics after the Protestant Reformation of the sixteenth century, which led to the Catholic Church losing its power in most of northern Europe.

SOURCE 5 A map showing European settlements in India and Sri Lanka, 1501–1739



Source: Spatial Vision

2.8.4 Consequences of colonisation

The world changed in many ways during this age of exploration and colonisation.

- Colonial powers suppressed indigenous peoples and fought each other over territory and trade. In such conflicts, the advantage was often held by those with the best firearms, such as cannons mounted on ships.
- Europe gained new products such as tobacco and potatoes from the Americas as well as sugar, tea, coffee and cotton. Sugar and cotton were not native to the Americas but they grew best in American soils.
- Some European traders became wealthier than the land-owning nobility.
- Silver and gold flowed into Spain and beyond. Silver especially was mined in the Americas and was used to expand Europe's trade with Asia. One of the difficulties of trading with Asia had been the fact that Europe produced very little that Asia wanted to trade for spices and other luxuries.
- Missionaries spread Christianity among indigenous peoples.
- Millions of African slaves were captured in tribal wars. They were sold to European slave traders who shipped them to the Americas to work in mines and on sugar, tobacco and cotton plantations. While world population rose, the population of Africa fell.
- The impact on the indigenous peoples of the Americas was even worse. From 1500 to 1600, the combined population of Europe, Africa and Asia increased from 418 million to 545 million. In the same period, **Latin America's** population fell from about 36 million to about 10 million. Many people were worked to death, but most died of diseases brought by the Europeans. This is because indigenous Americans had no immunity to diseases that had previously been unknown in the Americas.

DID YOU KNOW?

Europe's colonies brought great wealth into the hands of a few, but most people's lives changed very little. By 1750, only about two per cent of the world's people lived in cities.

2.8 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. What rights were given to Spain and Portugal under the Treaty of Tordesillas?
2. At which European country's expense did the Dutch expand up to the mid-seventeenth century?
3. Who benefited from colonisation and who were its victims?
4. Draw two graphs to show what changes took place between 1500 and 1600 in the populations of:
 - (a) Europe, Asia and Africa (combined)
 - (b) Latin America.
5. Study **Source 5**.
 - (a) Which European power had the most colonies in India and Sri Lanka during the 1500s and early 1600s?
 - (b) How many colonies did the Dutch gain in India and Sri Lanka during the 1600s?
 - (c) How many colonies did the British gain in India during the 1600s?
 - (d) Which other European power was gaining colonies in India in the 1600s and early 1700s?
 - (e) How would such developments have increased conflict between European powers?

Apply your understanding

6. Study **Source 2**. Why was fur trading less likely to cause conflict between colonists and indigenous people than farming?
7. Using **Source 4**, explain which maritime power gained the most influence in the Caribbean in the seventeenth and eighteenth centuries.
8. How does **Source 3** help you to understand why Britain and France were in conflict in North America?
9. Working in small groups:
 - (a) create a cartoon strip showing why the French were able to establish good relations with some North American tribes and how this made other tribes their enemies
 - (b) discuss what the British would have thought of the relationship between the French and their Indigenous allies.

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Complete this digital doc: Worksheet 2.5: A PMI chart

2.9 SkillBuilder: Analysing a historian's argument

2.9.1 What is a historian's argument?

To explain a past event or change, a historian forms a hypothesis (a possible theory to explain what happened). The historian uses evidence from historical research to test the hypothesis. The hypothesis is then presented as an argument. A historical argument is an explanation or interpretation supported by historical details.

Why analyse a historian's argument?

There is almost always more than one way to interpret a past event. This is because of gaps in evidence, bias in sources and the historian's own perspective. This is similar to a court of law; although all members of a jury are presented with the same evidence, they can each come to different conclusions. However, if we analyse a historian's argument then we are in a better position to judge that argument.

It is not always easy to analyse a historian's argument. Often the main argument will be developed over a large number of pages along with discussion of the evidence that has been used to support each point in the argument. In the examples provided in this subtopic, much of the evidence has been left out so that we are left with just the main point of each argument and the main supporting details.

2.9.2 How to analyse a historian's argument

To analyse an argument means to look at how the different components come together to support the main point. When you read a historian's argument, you need to:

- identify the main point of the argument
- identify the details used to support the main point.

Example

SOURCE 1 A historian's argument about voyages of discovery, from C. H. Haring, *The Spanish Empire in America*, Harcourt, Brace & World, New York, 1963, pp. 1–2

One of the most ... spectacular movements in the history of civilisation has been ... the Expansion of Europe ... [It] saw the rise and fall of great colonial empires ... the expansion of maritime trade into a world commerce, and the extension of Christian missionary propaganda to the four corners of the world ...

In this process Spain and Portugal played the most dramatic role and pointed the way for other nations to follow. Their connection with the New World began with the initial voyage of Columbus, and for a century they pre-empted virtually all of the western hemisphere as well as the seas eastward to China and the Philippines. Before the seventeenth century they were the great ... colonial powers. Not until after 1600 did the English, Dutch and French seriously challenge their supremacy. Portugal's imperial greatness was to be displayed chiefly in the Orient; Spain reserved to herself the greater part of the two American continents ... Within three generations Spaniards discovered, subdued and colonised the most extensive territorial empire the world had ever seen ...

To analyse this argument we:

- first, look for the main point of the argument
- second, look for the details used to support the argument.

The sentences or parts of sentences that state the main point have been highlighted in **Source 2** in blue. The main words that provide supporting details have been highlighted in green.

SOURCE 2 A historian's argument about voyages of discovery, from C. H. Haring, *The Spanish Empire in America*, Harcourt, Brace & World, New York, 1963, pp. 1–2

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In this example, the following can be said.

- *The main argument* is Spain and Portugal played the leading role in Europe's expansion
- The supporting points are:
 - Spain occupied the Americas before others could do so.
 - Spain and Portugal controlled the seas eastward to Asia.
 - The Dutch, English and French were not able to challenge Spain and Portugal before 1600.
 - Portugal was dominant in Asia.
 - Spain created the world's biggest empire in the Americas.

2.9.3 Developing my skills

Using the example in section 2.9.2, try to analyse the arguments of **Sources 3** and **5**. They are both about the achievements of Christopher Columbus. Remember to identify the main argument in each source and then identify the point or points that the historian has used to support that argument.

SOURCE 3 From S. E. Morison, *Christopher Columbus, Mariner*, Meridian Books, New York, 1983, pp. 9, 25

America was discovered by Columbus purely by accident ... we now honour Columbus for doing something he never intended to do, and never knew that he had done. Yet we are right in so honouring him, because no other sailor had the persistence, the knowledge and the sheer guts to sail thousands of miles into the unknown sea until he found land ... Supposing there had been no America, no ship then built, however resolute her master and crew ... could have made the ten-thousand-mile voyage from Spain to Japan.

SOURCE 4 A monument to Christopher Columbus in Barcelona, Spain. Columbus was lucky to have come across America during his search for a sea route to Asia because he had calculated the distance between Spain and Japan as being less than a quarter of the actual distance.



SOURCE 5 From C. E. Bourne, *Spain in America, 1450–1580*, Barnes & Noble, New York, 1962, pp. 74–75

That the Portuguese should have lighted on (accidentally found) Brazil in their second expedition sent out to the East Indies ... shows with almost complete certainty that if Christopher Columbus had never lived, the New World would have been discovered within a few years of the time of its actual discovery, as an inevitable sequel to the activities of Prince Henry the Navigator in promoting ... exploration.

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 Complete this digital doc: Worksheet 2.6: Analysing a historian's argument

2.10 Review

2.10.1 Review

European power and influence were spread across much of the world between the fifteenth and the eighteenth centuries. One reason for this was the adoption of new ways of thinking, which emerged during the Renaissance. Other reasons include the important roles played by trade, inventions, religion and the search for new trade routes. In particular, the voyages of discovery made it possible for Europeans to redraw the map of the world, make contacts with previously unknown peoples and seize their lands. However, there were consequences for this movement, and they were often terrible for the peoples who were colonised.

KEY TERMS

caravel a type of light, fast ship, used mainly by the Portuguese and Spanish between the fifteenth century and seventeenth century

cartographer a map-maker

circumnavigate to sail around the world

clockwork the inner workings of a mechanical clock or a machine that operates in a similar way

colony an area of a country that is ruled by a different country

compass navigation instrument that shows the direction of north

dhow a traditional Arab sailing vessel

doctrine of Mahomet the religion of Islam; the Muslim faith, which follows the teachings of Mohammed

heresy any religious opinion that differed from that of the Roman Catholic Church

idolatry worship of idols

lateen sail a triangular sail rigged at 45 degrees to the mast of a boat or ship

Latin America the part of the Americas that was colonised by the Spanish and Portuguese

mariner's astrolabe a medieval instrument used to navigate while sailing. It was used to find a ship's latitude by measuring the altitude of the Sun or a star.

Renaissance meaning 'rebirth', it refers to the flowering of the arts and sciences in late medieval Italy and later in north-western Europe

scurvy a painful and often fatal disease caused by lack of vitamin C

sternpost rudder a heavy board hung from the centre of the back of a ship that makes it easier to steer

2.10 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Multiple choice quiz 

Short answer quiz

1. What was the Renaissance?
2. Which civilisation led the world in navigation during medieval times?
3. Where in Africa did Arab traders have bases by the thirteenth century?
4. When and where was the *Da Ming Hun Yi Tu* map made?
5. Where did Zheng-He travel?
6. How did a mariner's astrolabe help sailors to navigate at sea?
7. What was a caravel?
8. Who commanded the first voyage to circumnavigate the world?
9. What did Portugal gain from voyages of discovery?
10. What did Spain gain from voyages of discovery?
11. Which European maritime power seized control of many Portuguese trading posts during the seventeenth century?

12. Why did Britain and France clash during the eighteenth century?
13. Name three new products that Europeans gained from this period of colonisation.
14. How did European colonial expansion affect Africa?
15. What happened to the population of Latin America between 1500 and 1600?

Apply your understanding

16. Working in small groups, use the internet and your library (as well as information in topic 6) to conduct research and prepare a multimedia presentation in which you identify and outline the achievements of *one* key person from each of the following movements:
 - (a) the Renaissance. Key people include Leonardo da Vinci; Michelangelo Buonarotti; Raphael; Filippo Brunelleschi; William Shakespeare.
 - (b) the Scientific Revolution. Key people include Leonardo da Vinci (who was both an artist and a scientist); Nicolaus Copernicus; Andreas Vesalius; Galileo Galilei.
 - (c) the Enlightenment (also called the Age of Reason). Key people include Voltaire; Jean-Jacques Rousseau; Benjamin Franklin; Thomas Jefferson.
17. Compare the representation of the Americas in **Source 1** in this subtopic with **Source 2** in subtopic 2.6. Which is more accurate and what would be the reasons for this?
18. By the time **Source 1** was created, which European countries would have contributed to the information on which it is based?
19. The landmass at the bottom of the map is called *Terra Australis Incognita*, which is Latin for 'Unknown Southern Land'. Why do you think it was given this name?
20. What part of the Australian coastline is shown on the map and why might it have been drawn so big?

SOURCE 1 The *Nova totius terrarum orbis geographica ac hydrographica tabula*. This world map was made by Hendrik Hondius in 1630. It was the first dated map to be published in an atlas and was only the second published map to show part of Australia (the part that had been charted by Dutch explorers). The first map to do so was published in 1627 but not included in any atlas.



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Go online to access additional end of topic resources such as interactivities and printable worksheets.

-  **Try out these interactivities:** A world of expanding contacts timeline (int-2948)
A world of expanding contacts word search (int-4082)
-  **Complete these digital docs:** Worksheet 2.7: Word search
Worksheet 2.8: Summing up
Worksheet 2.9: Reflection

Back to the big questions

At the beginning of this topic, several big questions were posed. Use the knowledge you have gained to answer these questions.

1. What was known about the map of the world about 1400 CE?
2. Why were great voyages of discovery made during this period?
3. How did these voyages change the map of the world?
4. Why were western Europeans able to spread their power during this period?
5. What were the consequences of contact and colonisation?

TOPIC 3

The Vikings (c. 790–1066)

3.1 Overview

Numerous **videos** and **interactivities** are embedded just where you need them, at the point of learning, in your learnON title at www.jacplus.com.au. They will help you to learn the content and concepts covered in this topic.

3.1.1 Links with our times

In modern times, Scandinavian countries such as Sweden, Norway and Denmark are ranked among the world's most progressive, prosperous and peaceful nations. They have a reputation for being tolerant and for respecting human rights. But in the Early Middle Ages the people of these lands were known as Vikings and they were among the most feared warriors of their times.

Source 1 shows a stereotype often associated with the Vikings. They are commonly thought to have been crazed killers wielding battleaxes and swords, raping and looting their way from one country to another.

In this topic we will examine the extent to which these impressions of the Vikings are accurate. No culture has ever survived on plunder alone, so we will explore the Vikings in their homelands and find out how they lived. Were they just marauding bands of pirates or did they have a distinctive culture and religion? We will analyse various sources to discover what these people from the deep northern parts of Europe were like.

The **Source 2** image reveals the first of many misconceptions (wrong ideas) you will explore in this topic. The image shows a stereotyped image of a horned Viking helmet. This is a representation of Vikings you are likely to be familiar with. **Source 3** is an authentic Viking helmet found in Norway. This source shows what Viking helmets really looked like. The horned helmet is a misconception, but no-one is sure how it came about. Besides, horned helmets would have been impractical in battle, and the real helmet looks far more terrifying anyway!

SOURCE 1 Portrayals of Vikings are often based on stereotypes. Do you think this image is an accurate representation of a Viking?



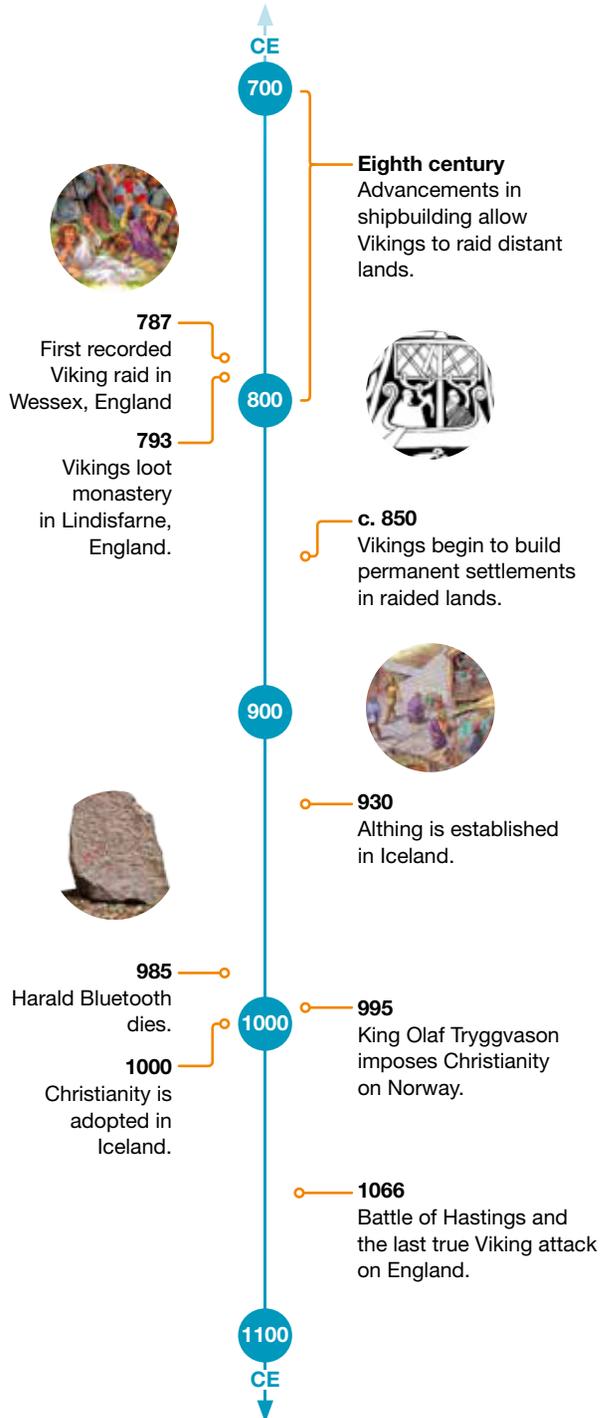
SOURCE 2 A stereotyped Viking horned helmet



SOURCE 3 An actual Viking helmet found in Gjermundbu, Norway



SOURCE 4 A timeline of the Viking Age



Big questions

As you work through this topic, look for information that will help you to answer these questions:

1. What do we know of the Vikings from the artefacts that archaeologists have found?
2. What do we know of the Vikings from written sources, such as myths, stories, annals and chronicles?
3. What sort of religion did the Vikings practise?
4. How did the age of the Vikings come to an end?
5. What misconceptions exist about the Vikings?

Starter questions

1. Have you seen any movies about Vikings? If you have, describe how they were portrayed in those movies.
2. What kinds of stereotypes do you think most people associate with Vikings?
3. Can you think of another group of people in society about whom there have been stereotypes? Give an example.
4. List all the facts that you know about the modern Scandinavian countries of Sweden, Denmark and Norway.

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Explore more with this weblink: Viking Quest

3.2 How do we know about the Vikings?

3.2.1 How we know about the Vikings

The Vikings were seafarers who came from Scandinavia. This is the region encompassing the modern nations of Denmark, Norway and Sweden. The Vikings are also known as Northmen or Norse. Between the ninth and eleventh centuries, their ferocious attacks struck fear into the hearts of people throughout many parts of Europe.

Much of our knowledge of the Vikings is based on primary sources that have survived over time. Written sources describing Viking raids or archaeological discoveries, including stones covered in runes, relics and graves, provide insight into the Vikings.

SOURCE 1 The Oseberg ship — a Viking grave. Archaeologists discovered this in a burial mound in 1904 and rebuilt much of its damaged interior piece by piece.



3.2.2 Early records of Viking raids

In 787 CE, about 400 years after the Romans left Britain, the country's first recorded Viking raid took place (see **Source 2**).

SOURCE 2 An excerpt from the *Anglo-Saxon Chronicle*, written in Old English in the eighth century. The passage reads, 'And during his reign [King Beorhtric of Wessex] there first came three ships ... Those were the first ships of the men of Denmark that attacked the people of England.'

And on his dagum cuomon ærest þreo scipu ... Þæt wæron þa ærestan scipu Deniscra manna þe Angelcynnes land gesohton.

Only six years later, the Vikings wreaked havoc in a second raid, this time on the Christian monastery at Lindisfarne, a small island off England's north-east coast.

Viking raids soon became much more frequent and by around 850 CE the Vikings were using bigger raiding fleets and beginning to occupy permanent settlements. These settlements served as trading posts and as bases from which further raids could be launched against monasteries and villages that were far from the coasts. Dublin in Ireland, for example, began as a Viking settlement.

Kiev and Novgorod, which today are major cities in modern-day Ukraine and Russia, began as trading posts for Swedish Vikings. Called the Varangians, these Vikings had much to do with establishing the first nation in that region, called Kiev Rus. In western Europe, Danish Vikings succeeded in taking Normandy as a **duchy** from the French king. They became the Normans and went on to conquer England and parts of southern Italy.

3.2.3 Runes and sagas

The Vikings did not commit anything to extensive writing until Christianity arrived in the eleventh century. During the Early Middle Ages, it was usually only members of the Church who had the skills to write. The Vikings were **pagans** and so they did not have groups of Christians among them to record events in writing. Rather, their story-telling was an oral tradition. However, Viking writing, called **runes**, did exist; runes were inscribed on bone or carved on rock.

By the time the Viking Age had ended, stories began to appear in writing. These stories are known as the **sagas**. The sagas were tales and legends about Viking heroes. Although the heroes of the sagas were sometimes based on real people, the sagas themselves were largely fictional tales. They encouraged a romantic and heroic image of the Vikings.

The only written saga dating back to the Viking Age is not of Scandinavian origin but written by an English poet. This is the oldest known story written in Old English (see **Source 2**). This saga is called *Beowulf* and is set in Sweden and Denmark. It tells of the Viking hero Beowulf who sets out to kill a monster ravaging the kingdom of Denmark. Beowulf also kills the monster's mother and a dragon. The fact that this tale is written in English demonstrates the significant presence Viking culture had in Britain. Despite being largely fictional, such sagas give historians some insights into Viking culture.

SOURCE 3 From *The Annals of Ulster*, an Irish manuscript from c. 820 CE

The sea spewed forth floods of foreigners over Erin [Ireland], so that no haven, no landing-place, no fort, no castle might be found, but it was submerged by waves of Vikings and pirates.

SOURCE 4 Ermentarius, a Frankish writer, commenting on Viking raids in France c. 860 CE

The number of ships increases, the endless flood of Vikings never ceases to grow bigger. Everywhere [Christians] are the victims of massacre, burning and plunder. The Vikings overrun all that lies before them ...

SOURCE 5 A stone from Lingsberg, Sweden, with runes carved on it. The words commemorate a Viking called Ulfrik 'who took two payments of **geld** in England'.



SOURCE 6 An illustration showing a scene from the saga *Beowulf*. It shows the hero Beowulf dying from his wounds after slaying a dragon.

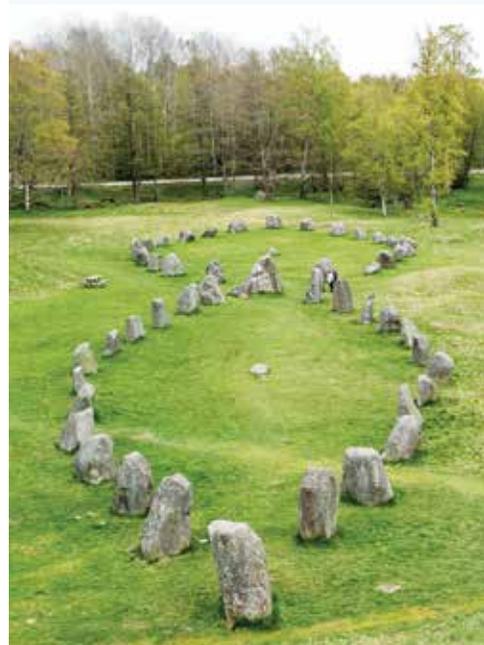


3.2.4 Archaeological discoveries

The Viking Age is shrouded in legend and coloured by the gruesome accounts of victims of Viking raids. This is because, unlike the Greeks and Romans, the Vikings left few visible monuments. These were mostly mysterious standing stones. Some were carved with runes, signs and images; others were arranged to outline the shape of boats.

In the nineteenth century, archaeologists began digging at sites believed to harbour relics of the Viking Age. These included mounds and the sites of settlements. Some of the mounds had folk tales associated with them. One such mound, in the middle of a farm field in Gokstad, Norway, was called the King's Mound. It was believed a king was buried there with his hoard of treasure. When archaeologists dug into the mound in 1880, it turned out to be just what the folk tale had said: the remains of a Viking king with his hoard of treasure, although some of it had been stolen by grave robbers centuries before. More spectacularly still, the king and his hoard lay in a huge Viking ship, made mostly of oak. Until then, there had been only pictures of such dragon ships on rocks and in tapestries. In the last 150 years, other such archaeological digs have given us a greater insight into how the Vikings lived.

SOURCE 7 Some grave sites are marked by runestones arranged in the outline of a ship's hull. These were probably the graves of those who could not afford a boat.



3.2 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. What tradition did Vikings use to pass on their stories?
2. Describe what the sagas were and outline one.
3. Why do you think the Vikings left fewer visible monuments than the ancient Greeks or Romans?
4. Why have folk tales developed around some of the sites of Viking settlements?
5. Evaluate the importance of the discovery of Viking ships in burial mounds. What knowledge would archaeologists have gained from this discovery?

Apply your understanding

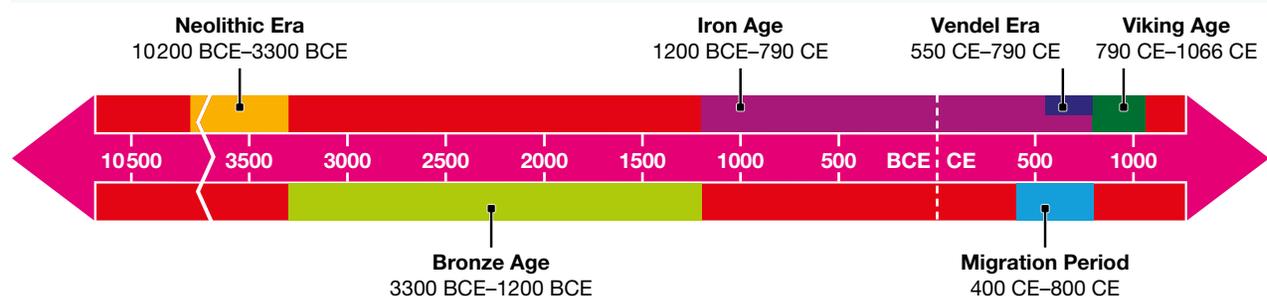
6. Read **Sources 2, 3** and **4** closely. For each of these sources:
 - (a) describe its origins (where and when it was written)
 - (b) explain whether it should be considered to be a primary source or a secondary source and why
 - (c) describe its perspective (point of view) on Vikings
 - (d) outline the conclusions you could draw about one aspect of the Viking Age from this source.
7. Compare the three sources and explain how they support each other.
8. Do you think you would get a different perspective if you read an account of these same events written by Vikings?
9. Study **Sources 5** and **6** closely and write your own historical questions to analyse each of these two sources.
10. Answer the questions you have asked as far as it is possible using just the information in the sources and their captions.

3.3 Scandinavia before the Viking Age

3.3.1 Introduction

The period called the Viking Age was fairly short, spanning from about 790 to 1066 CE. During this period, many Viking raids were recorded. However, the Vikings did not spend most of their time going on raids. They had families, and these families needed food and shelter. The Vikings were primarily farmers, tilling what little soil was available in their heavily forested and rocky homelands. Above all things, their ancestors were farmers.

SOURCE 1 A timeline of key periods before the Viking Age



3.3.2 The Bronze Age in Scandinavia

By 1500 BCE, the pre-Viking culture in Scandinavia began to use **bronze** for making tools and weapons. Like their Viking descendants, these people used boats as a means of transportation. We know this because Scandinavians from the Bronze Age left thousands of rock carvings, many of which show boats. One such

vessel was excavated in Hjortspring, Denmark, in 1972. Like the carvings shown in **Source 2**, it had curious double-pronged **prows** and was propelled by paddles.

3.3.3 The Iron Age and the Migration period

By the time the Romans made contact with the Scandinavians on the Jutland Peninsula in 5 CE, the Scandinavians were using oars in huge boats designed for military transport. However, they had yet to develop the **keel** and the mast. It was these additions to boatcraft which would give their Viking descendants a greater range across the seas. About 500 BCE, the Scandinavians had begun to make weapons and tools from iron, a harder metal than bronze, which made them more effective in battle.

The Roman historian Tacitus observed the customs of these early Iron Age ancestors of the Vikings. He recounts their bloody, religious customs, whereby criminals and innocent victims of sacrifice were killed as an offering to an earth goddess. In recent centuries, such victims' remains, preserved by the acids of **peat** bogs, have been unearthed, as shown in **Source 3**.

It is around this time that Scandinavians began venturing further afield in their boats, trading such goods as walrus tooth ivory, **amber** and furs for luxury items such as glassware and silk from places as far away as Rome. With the fall of the Roman Empire, the various tribes of northern and central Europe began fighting each other. This time (300–700 CE) is called the Migration period because many of these tribes moved around the continent. However, the Scandinavians did not seem very affected by this, and continued profiting through trade.

SOURCE 2 Bronze Age rock carvings from Tanum, Sweden, dated 1500–500 BCE



SOURCE 3 'Tollund Man', a body found in a peat bog in Bjaeldskovdal in Denmark. He was strangled and thrown in the bog where he lay for the next 2000 years.



SOURCE 4 The Roman historian Tacitus, from *Germania*, written about 98 CE

[The] communities of the Suiones [Swedes], seated in the very Ocean ... besides their strength in men and arms, also possess a naval force. The form of their vessels differs from ours in having a prow at each end, so that they are always ready to advance. They make no use of sails, nor have regular benches of oars at the sides: they row, as is practiced in some rivers, without order, sometimes on one side, sometimes on the other, as occasion requires.

The Vendel era, 400–800 CE

The Vendel era, whereby the Scandinavians became more identifiable as the culture we call Viking, is named after an archaeological site in Sweden. In Vendel, and in the nearby site of Valsgarde, archaeologists have excavated a series of graves. Warriors were buried in boats with splendid arrays of weapons and armour. The boats are identifiably Viking in style. The armour is, too, although Viking Age armour tended to be less ornate or decorative and probably more practical in battle.

It is probable that the Scandinavians from the Vendel era went on raids like their Viking descendants. However, there is no record of such raids before 787 CE, which is when the Vendel era evolved into the Viking Age.

Source 5 A helmet from a grave in Valsgarde, Sweden from the seventh century CE



3.3 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Draw a timeline for the following periods of Scandinavian history: the Bronze Age, the Iron Age, the Migration period, the Vendel era and the Viking Age. Note that some of these periods may overlap with each other.
2. Why do historians call certain periods of history the Bronze Age and the Iron Age?
3. What evidence is there that shows Bronze Age Scandinavians used boats?
4. According to the Roman historian Tacitus, to who did the Danes of the Iron Age offer human sacrifice?
5. Why do historians give the Migration period its name?
6. List three items Scandinavian traders exported.
7. What did archaeologists find at Vendel and Valsgarde in Sweden?

Apply your understanding

8. Refer back to the timeline created in question 1. Which of the periods on your timeline overlap? Why would they overlap? (*Hint:* Think about the activities by which each period is defined.)
9. Use the internet or your library to find pictures of the Bronze Age vessel called the Hjortspring boat, and its replicas, which have been tested on the water. Compare the Hjortspring boat to the rock carvings in **Source 2**. Explain how these carvings, abstract as they are, show similar boats to the Hjortspring boat. Do you think replicas of such boats would have been possible to construct before the finding of the Hjortspring boat? Explain your answer.
10. What evidence is there in **Source 4** that the Swedes were already good sailors in the first century CE, hundreds of years before the Viking Age?
11. Using the internet or your library, research 'Tollund Man', shown in **Source 3**. Imagine he is a modern-day victim of crime and you need to write a police report about the incident. Use headings such as 'Cause of death', 'Age of victim at death', 'Location where body was found' and 'Possible motives for crime'.
12. Using the internet or your library, research the archaeological finds in Vendel and Valsgarde. Present a PowerPoint presentation of these archaeological sites to the class, including an itemised list of artefacts found there, such as the helmet shown in **Source 5**.

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Complete this digital doc: Worksheet 3.1: Scandinavia through the ages

3.4 The Viking homelands

3.4.1 Introduction

In Scandinavia, Viking communities existed in those areas that enjoyed a mild climate and **arable** land. Coastal areas were favoured because of the high, craggy mountains running down the peninsula of what is now Sweden and Norway. But even here, arable land was hard to come by because much of the ground was rocky. This is likely one of the reasons why the Vikings were forced to become raiders.

3.4.2 Geography and climate

Much of Scandinavia cannot be used to grow crops. For example, only about three per cent of Norway's land is suitable for farming. For centuries, people wondered why the Vikings and their Bronze Age ancestors left **cairns** of stones around their farms. Some were clearly graves, and others were markers to help give directions to overland travellers in lands where roads were few and far between. But other cairns were more puzzling. Most historians now believe that these piles were left by farmers who were simply clearing their land of rocks.

As well as rocky ground, Sweden has many lakes and forests. The Swedish Vikings tended to live in the southern and central parts of the region where the best farmland was to be found. The Danes also had problems with arable land, but for different reasons to their northern neighbours. Occupying the Jutland Peninsula, they lived on low-lying land. They tended to use the eastern part of the peninsula for farming because the western side was too sandy.

However, the geography also provided some benefits. Norse Vikings occupied the shores of deep-sea canyons called **fjords**, which are protected from Atlantic storms by an extensive buffer of as many as 50 000 tiny islands. Islands surrounding Denmark have a similar effect.

The Scandinavian climate was a little kinder than the geography. Although days are short during winter, there may be as many as twenty hours of sunlight a day in summer. The **Gulf Stream**, a warm ocean current, helps keep temperatures mild and, more importantly, prevents harbours from freezing in winter. This was vital for seafaring people like the Vikings, because the inland regions were far too mountainous for travel.

SOURCE 1 A map of Scandinavia at the time of the Vikings



3.4.3 The Viking urge to voyage

There are a number of theories as to why the Vikings went on raids and later established colonies in other regions. One is that with a growing population and not enough farmland, they were forced to raid, trade and explore just to survive. The search for arable land led them to migrate to places like Greenland, the Faroe Islands and Iceland, and conquer places like Normandy and Russia.

Another theory suggests that some Vikings had fought against their own kings and chieftains and fled overseas as a result. With their kings owning most of what little land was available, some Viking people may have desired to search for their own land. This theory may explain why some Norse left Norway to settle Iceland. Another hypothesis is that the Vikings noticed and took advantage of the bickering among the states of Europe, raiding them and eventually seizing land these states could not defend.

SOURCE 2 Sognefjord, Norway. This fjord is 160 kilometres long.



With few written records from the Vikings' perspective, it is difficult to say which of the many theories is the most accurate. It could even be a combination of many of the reasons discussed in this section.

3.4 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. What was the Vikings' main means of travel? Why?
2. What is the name of the peninsula which forms the main part of Denmark?
3. What benefits did the Scandinavians gain from the Gulf Stream?
4. Which Scandinavian country is known for its fjords?
5. Give one theory as to why Vikings went on voyages to raid and conquer other lands.

Apply your understanding

6. Look at the map in **Source 1**. Using the information in this subtopic, explain why the middle of the peninsula was not inhabited by people of either Norway or Sweden.
7. Using the internet or your library, research how fjords like the one shown in **Source 2** were formed.
8. Imagine you are a Viking from the ninth century CE. Write a statement explaining why you wish to embark on a raid on a nearby country.

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Complete this digital doc: Worksheet 3.2: Viking country

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Deepen and check your understanding of the topic with the following resources and auto-marked questions:

- Viking homelands and settlements

3.5 Viking war gear

3.5.1 Introduction

The Vikings have often been considered **barbarians**, particularly by historical European sources. Some Viking raiders took their reputation to extremes. The most barbaric and ferocious of all Vikings were

the **berserkers**. These crazed warriors dressed only in animal skins and charged screaming into battle while biting the rims of their shields. However, the term ‘barbarian’ is misleading. When considering their weapons, armour and ships, the Vikings can be said to have been at the cutting edge of technology.

SOURCE 1 A modern artist's impression of a Viking raid



- A** Contrary to popular belief, Viking helmets did not have horns attached. They would have been very impractical in battle!
- B** Viking raiding parties struck quickly and unexpectedly, often at dawn, when it was hard for victims to escape or defend themselves.
- C** The iron-headed battleaxe was so sharp and heavy it could cut through armour.
- D** Sometimes Vikings used the ‘svinflyking’, or V-shaped boar formation, when attacking. This ensured that their victims were quickly swamped by numbers.
- E** Swords were a status symbol among Viking warriors. They were double-edged and often had a highly decorated hilt. Sometimes they were even given grisly nicknames such as ‘Leg-biter’.
- F** As a refuge, some monks built tall, round towers of stone. Rope ladders hung down from openings at the top. After climbing into the tower, monks pulled the ladders up. They stayed there until a Viking attack was over.
- G** Usually only raid leaders wore expensive chain mail tunics. Thick padded clothing was worn underneath.
- H** The circular wooden shields were about one metre in diameter. They featured brightly painted designs. A metal boss covered the hole in the centre to which was attached an iron hand grip.
- I** Spears comprised a slim iron blade connected to a long wooden shaft. Some Vikings were so skilled that they could catch spears in mid-flight and toss them back.

3.5.2 Viking armour

The Viking helmet began as an ornate mask constructed of bronze and iron, at least among those who could afford it. By the Viking Age, the helmet had become more simplified. The only authentic helmet from the Viking Age so far discovered by archaeologists is shown in **Source 2**. However, pictorial evidence from the Viking Age suggests that the iron, conical helmet with a bar extended over the nose to protect the face was common. Its shape helped deflect the blows of weapons and remained popular among knights well into the Middle Ages.

The shield was held close to the body to protect the warrior from arrows, spears and swords. About a metre wide, it was round and constructed from timber planks. An iron **boss** reinforced the centre. By the end of the Viking Age, kite-shaped shields became more common. These protected the thighs, especially when the warrior mounted a horse.

SOURCE 2 An actual Viking helmet from a Vendel boat grave, Sweden



Body armour could be a shirt of stiffened leather, overlapping metal scales known as **lamellar** or **mail**. Mail was made up of links of chain and was very expensive because it was woven by hand using a pair of pliers and a pile of chain links. Longer mail coats are called hauberks and became more popular towards the end of the Viking Age.

3.5.3 Viking weapons

The Vikings used a full array of weaponry: bow and arrow, spear, axe and sword. The battleaxe shown in **Source 1** is called the bearded axe, and was used almost exclusively by the Vikings. However, the sword was the most popular weapon among the Vikings. It typically had a broad, double-edged blade, a cross-guard to protect the hand and a **pommel** on the end, which could be used for punching at close quarters.

Viking swords were very ornate, sometimes gilded with precious metals. Vikings even gave names to their swords. For example, the fictional Beowulf's sword was called Hrunting. Another saga tells of King Magnus of Norway having a sword gilded with gold and with a grip made from walrus ivory, which he called Leg-biter. The Vikings certainly placed great importance on their swords and the rest of their war gear.

SOURCE 3 A modern replica of a typical round Viking shield



SOURCE 4 Viking swords on display at Hedeby Viking Museum, Germany



SOURCE 5 A memorial stone from Lindisfarne showing what appear to be Vikings



3.5 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Why have the Vikings been regarded as barbarians?
2. How might berserkers have added to the Vikings' barbarous image?
3. Explain how the conical helmet, as depicted in **Source 1**, was useful to its wearer in battle.
4. What was the Viking shield made of?
5. What was the name of Beowulf's sword?
6. What did King Magnus of Norway name his sword?

Apply your understanding

7. What sort of evidence would the artist who created **Source 1** have needed to accurately draw Viking warriors? Find examples from other sources in this topic that would help to create a picture of what the Viking warriors might have looked like.
8. Which weapons and armour are visible in **Source 5**? What do the figures appear to be doing? How does a source like this help us understand what Vikings looked like when going into battle?
9. Imagine you are King Magnus of Norway. Explain why you have given your favourite sword a name.
10. Use the internet and your library to research what Viking weapons and armour were like. Present your findings to class, using evidence such as the swords shown in **Source 4**.

3.6 Viking longships

3.6.1 Technological developments

Whatever the reasons for Viking raids, developments in shipbuilding gave the Vikings an effective means by which to attack distant lands.

For centuries, Scandinavians sailed in craft that were essentially giant rowboats. Then, in the eighth century CE, they devised several innovations: a keel, a great woollen or linen sail and an oar used as a **rudder** for steering. A **tiller** is a steering lever at the back of a boat providing leverage to turn the rudder. With this new technology, they could make longer ocean voyages. It also gave them the means by which to attack lands a long way away.

In 1893, and again in 1998, a replica of the Gokstad ship (see **Source 1**) demonstrated how quickly such longships could sail across the sea. In both cases, it sailed from Norway to Canada in under a month.

At 23 metres long and 5 metres wide, manned by 32 rowers, its size was impressive. It demonstrated that tales about Viking dragon ships were not exaggerated. Since then, the remains of an even longer dragon ship have been found in Roskildefjorde, Denmark. This ship was over 30 metres in length and would have had sixty men manning its oars.

As big as these ships were, their hulls were only about two metres deep. This meant they could be rowed not only at sea but in lakes, fjords, rivers and even shallow creeks. They could be easily dragged up onto a beach like rowboats. There is even evidence that smaller ships were carried overland. This was how Swedish Vikings travelled from one waterway to another in Russia.

Such Viking vessels were built for raids and warfare. They are called longships because of their slender shape. Sometimes they are called dragon ships because the carved head of a mythical monster was occasionally mounted on the prow of the boat. It is remarkable that the timber for these ships was cut with only an axe. Unlike modern shipbuilding, the Vikings constructed the hull first and then cut and inserted the frame.

DID YOU KNOW?

The longest Viking ship ever found, described in section 3.6.1, was sunk deliberately in Roskildefjorde along with other ships. It is believed this was an attempt to create a barrier against enemy ships trying to attack the harbour. Although it was sunk in Denmark, evidence suggests the boat was built in Dublin, Ireland.

SOURCE 1 A modern artist's depiction of the Gokstad ship, which was excavated from a burial mound in Norway in 1880



SOURCE 2 A reproduction of a dragon ship carved on stone from Gotland, Sweden, in the eighth century CE



3.6.2 Design and navigation

The prows of Viking ships were often elaborately decorated with figureheads representing dragons (see **Source 1**) or serpents (see **Sources 2** and **4**). However, the Oseberg ship, shown in **Source 4**, may not be a typical longship because it was found in the excavated burial site of a Norwegian Viking queen. If you look closely, you will see that its stern also features a finely carved pattern of

smaller dragons and vines. Another important feature of the longship is that the woollen sails had patterns, as can be seen in **Source 2**. It is likely this criss-cross stitching had a practical purpose — it gave the sails the strength to withstand strong winds.

What is even more amazing is that Viking ships could cross vast seas without any of the navigation instruments used today. Vikings knew enough about the weather patterns to know when to put to sea, and they navigated by the positions of the stars and by the height of the Sun above the horizon.

SOURCE 4 The stern of the Oseberg ship on display in the Viking Ship Museum in Norway



SOURCE 3 From the saga *Beowulf*, translated into modern English

Under the sea-girt cliffs the shining ship was readied, laded with coats of mail, swords and gleaming war harness. Bidding farewell to their king, the sturdy warriors embarked ... [leaning] to the oars.

Like a bird, like a swallow, the glistening ship sped forward. She cut a path through the clear, green sea, her prow wreathed in bubbles and foam. Across unknown waters the light floater lunged and ploughed into the swells. The salt spray blew strong on the warriors' foreheads.

3.6 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. List the three most important developments in Viking shipbuilding in the eighth century.
2. What is the length of the longest Viking longship found so far? How many men manned its oars?
3. How did Swedish Vikings move their longships from one river to the next in Russia?
4. What does the stern of the Oseberg ship resemble?
5. Why did the Vikings cross-stitch their sails?
6. What was unusual about the way Viking ships were built?

Apply your understanding

7. Using **Source 3** as reference, describe your impression of the beginning of a voyage in a Viking longship. Be sure to mention what the Vikings brought on their journey, how the ship was powered and how it performed in the water.
8. Examine **Source 4**. Why do you think this ship was buried with a Viking queen, or noble woman, and her belongings?
9. Compare **Sources 2** and **4**. How did the discovery of the Oseberg ship demonstrate that the carving in **Source 2** is a fairly accurate representation of at least one type of Viking ship?
10. As a class, create the shape of the largest Viking ship found so far. It is 30 metres long and 3.2 metres wide. Do this outside using schoolbags. Students should sit in places where the rowers would have sat. One bag in the middle of the ship will represent the position of the mast. Don't forget to have someone controlling the tiller. Vikings and their ancestors used rocks in an exercise similar to this to begin creating their ships.
11. What would it have been like to sail in a longship?

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Complete this digital doc: Worksheet 3.4: Shipbuilding



Explore more with this weblink: Viking ships

3.7 Viking explorers, settlers and traders

3.7.1 Introduction

Vikings were ferocious warriors and raiders but they were also successful explorers whose seamanship enabled them to reach places unknown to other Europeans. They colonised new lands and became traders in commodities such as fur, timber, metal goods and slaves — the people who were captured during their raids.

3.7.2 Exploring and colonising

As their population grew, the Vikings colonised the lands they had raided and looted, and they looked for new lands in which to settle. Norwegian Vikings colonised the North Sea island of Iceland. This settlement later became the base

from which Vikings colonised the coast of Greenland. One of the most famous of all Viking explorers was Leif Eriksson. According to Viking sagas, Eriksson sailed from Iceland to North America in about 1000 CE,

SOURCE 1 Coins and objects traded by Vikings, unearthed in Yorkshire in 2007, called the Harrogate hoard, on display at the Yorkshire Museum



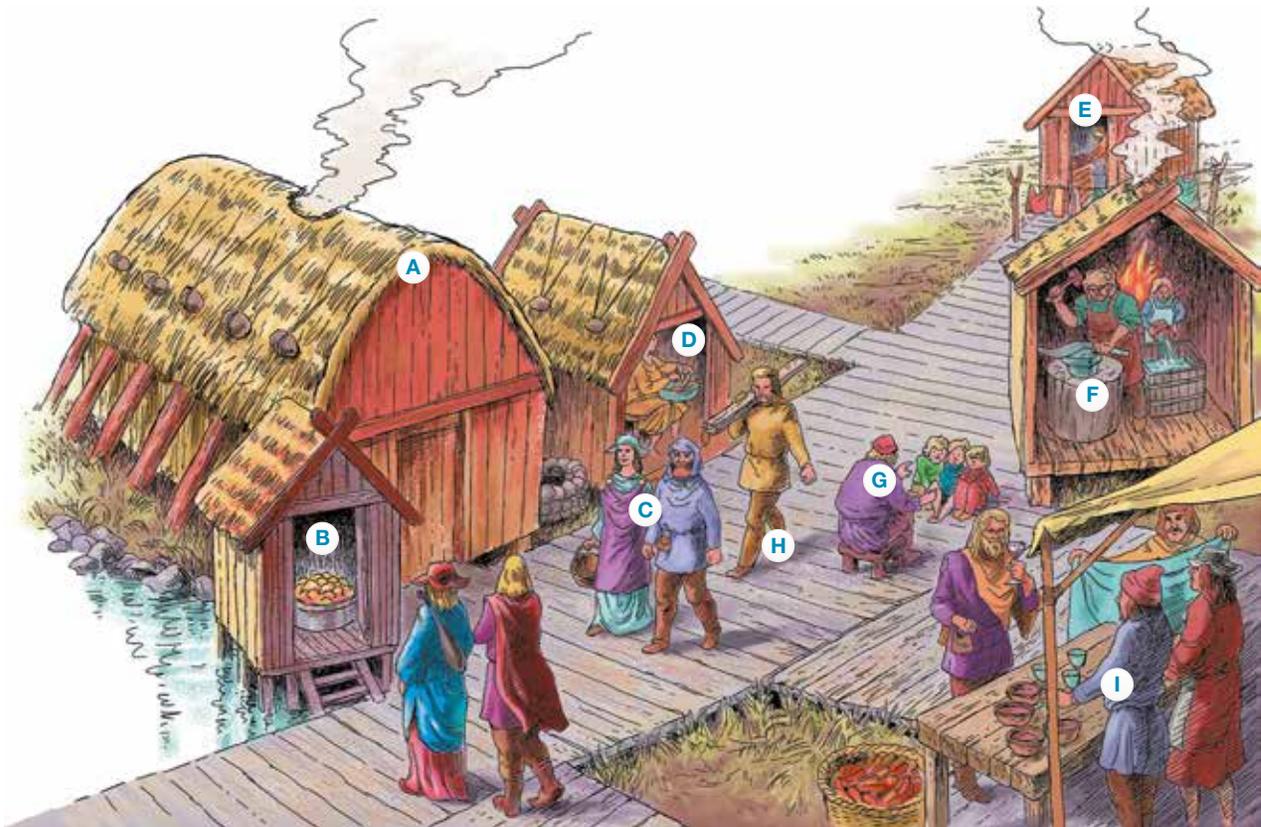
SOURCE 2 A map showing Viking trade and exploration routes until about 1000 CE



Source: Map drawn by Spatial Vision.

five centuries before any other European. He briefly established a settlement at a place he called Vinland because wild grapes grew there. It was probably strong resistance from indigenous North Americans that caused the Vikings to soon abandon Vinland.

SOURCE 3 A modern artist's reconstruction of a Danish trading centre



- A** Longhouses had an earth floor and a thatch or turf roof. Animals and food stores were kept at one end in winter. Wealthy families may have had a table, storage chests, stools, oil lamps and wall tapestries.
- B** To keep clean, Vikings visited the sauna every few days. They sat in a small, enclosed shelter and threw cold water on very hot stones. The steam opened the pores of the skin, helped by slaps from small birch or pine tree branches. Once hot and sweaty, people dived into a nearby source of ice-cold water.
- C** Men wore a woollen undershirt and leggings under a belted tunic or coat. Like women, they wore woollen or fur hats, woollen socks and soft leather shoes or boots. Women wore a long linen shift under a woollen tunic, clipped at the shoulders by two brooches.
- D** Women spun wool from sheep and goats into cloth on wooden looms. Vegetable juices and minerals were used to dye the cloth.
- E** Meat and fish were preserved by being smoked, or pickled in salt. Bread, made from ground grain, was baked in clay ovens.
- F** Iron weapons and tools were made and repaired in the blacksmith's barn. Sometimes steel (made by adding carbon to molten iron) was welded onto weapons such as axes to make them stronger.
- G** When not working, many Vikings passed the time wrestling, swimming, skiing, playing a board game called hnefnatafl (a bit like chess), and listening to the sagas told by storytellers.
- H** The Vikings were experts at building both warships and trading vessels.
- I** At the markets, merchants might trade silks from China and glassware from Italy for farm produce or artefacts. Artefacts might include combs (made from deer antlers), skates and musical instruments (made from animal bones), cups (made from cow horns), silver jewellery and tapestries.

3.7.3 Trading settlements

Viking trading towns were built along the coasts of their Scandinavian homelands. At least one of these trading posts, Hedeby, in Denmark, was at the crossroads for trade between the East and the West. It was visited by traders from as far away as Baghdad, in Iraq. Goods exchanged included wine, bronze, iron and glassware. Viking traders also sold slaves. They were mostly Slavic peoples from Eastern Europe who were captured in Viking raids. They were traded for Arabic silver and gold. This trade was so extensive that in many European languages the modern word for 'slave' has stemmed from the word 'Slavs'.

Viking trading settlements were founded as far west as Ireland and as far east as Russia. Trading posts like Hedeby or Dublin were usually constructed entirely of timber with wooden planks lining the streets, outdoor marketplaces, and earthen **ramparts** and ditches surrounding the settlements to protect them from attack.

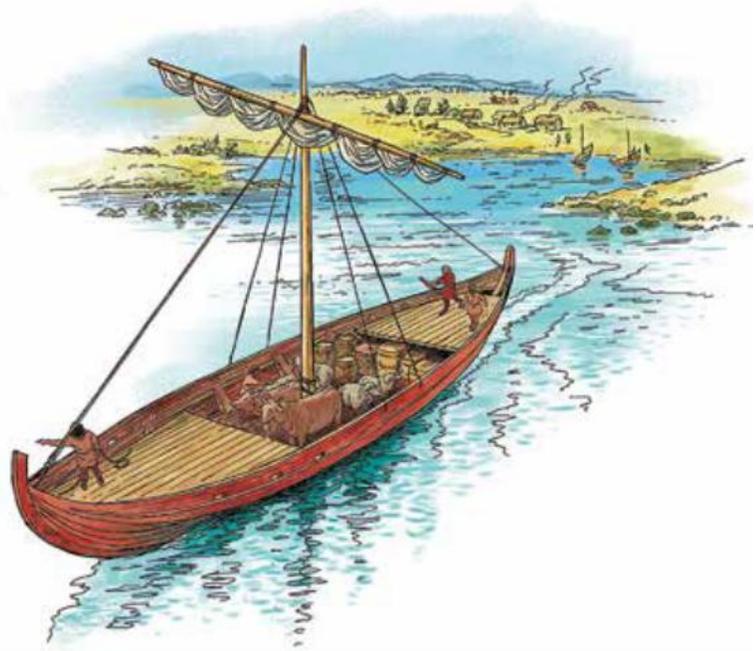
3.7.4 Trading boats

Viking longships were designed for war and long travel, but the Vikings also built another type of ship called a **knarr**. These ships were designed for trade and each could hold around thirty cubic metres of goods. Historians know what they looked like because two knarrs have been found at the bottom of the sea. They were filled with rocks and sunk along with some longboats to block Roskildefjorde in Denmark. This was done to create an underwater barrier against enemy attacks.

3.7.5 The Danes in England

From the mid-ninth century, Danish Vikings overran much of England. But in 878 CE, after several battles, Alfred, the Saxon king of Wessex, forced the Danes to accept a treaty under which the Danish leader, Guthrum, agreed to withdraw to the eastern part of the

SOURCE 4 A modern artist's reconstruction of a knarr, based on a wreck found in Roskildefjorde, Denmark



SOURCE 5 England under Alfred the Great, and the Danelaw, c. 880 CE



country. This part of the land was known as the Danelaw. Alfred's son later conquered the Danelaw. However, in 1016, Danish forces conquered England. Under the Danish king Canute, England formed part of a Scandinavian empire until 1042.

3.7 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Why did the Danes sink ships in Roskildefjorde?
2. Why would a knarr have been stouter than a longship?
3. Why was Hedeby's geographical position good for trade?
4. How was Hedeby defended?
5. Who led the first expedition to the Americas?
6. What was Vinland?
7. What was the Danelaw?

Apply your understanding

8. Archaeologists have found only the foundation timbers of towns like the one shown in **Source 3**. How might they have decided how the rest of the town might have looked, as shown in the illustration?
9. Using an atlas, find as many modern-day nations as possible through which Viking trade — and raiding — routes passed.
10. Using the internet and your library, research the Viking shipwreck site at Roskildefjorde in Denmark. Explain how the ships were recovered, what their relative sizes and functions were, how many have been recovered, and when, why and how they were sunk.

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Complete this digital doc: Worksheet 3.5: Traders not raiders



Explore more with these weblinks: Birka — Viking trading village

Viking voyages in the North Atlantic

myWorldHistoryAtlas

Deepen and check your understanding of the topic with the following resources and auto-marked questions:

o Viking homelands and settlements

3.8 Viking religion

3.8.1 Introduction

The Europeans who suffered raids and conquests at the hands of the Vikings saw them as **heathens** — people who did not believe in God. Viking brutality was seen as a mark of paganism. The Vikings certainly followed a pagan religion in the earlier phases of their history, but they were gradually influenced by Christianity. Whether this lessened their perceived 'brutality' is a matter of debate. Therefore, there are two parts to Viking religion: paganism and Christianity.

A Mjollnir pendant, also known as 'Thor's hammer', worn by Viking pagans as a symbol of strength



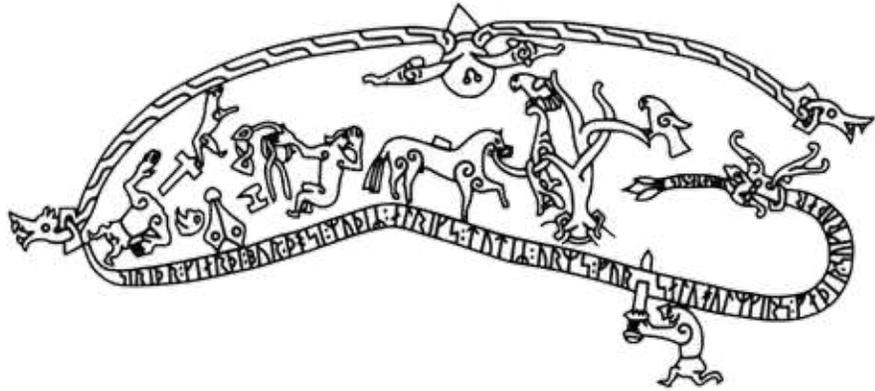
3.8.2 Pagan Viking religion

Not much is known about pagan Viking religion because evidence is scarce. The sagas appear to give us some details. However, the sagas were written two hundred years after the Viking Age and so likely contain exaggeration and misinformation. We know for certain that pagan Viking religion was **polytheistic**; that is, the Vikings worshipped numerous gods. It is also known that two of their major gods were Odin and Thor. Odin figures prominently in the sagas as a deity who rules from Valhöll, the Hall of the Slain, where those who died in battle are welcomed by his war-maidens known as the valkyries. Thor was the god of thunder, war and farming and was represented by the hammer he wielded. However, beyond this, the sagas contradict each other. Some accounts place Odin as the ruling god while others put Thor as the ruling god.

Scenes from Viking myths and legends, some of them later retold in the sagas, appear as stone carvings. However, many of these were in temples that have long since disappeared. Travellers from other lands sometimes made passing reference to Viking worship but gave few details.

Burial customs help to shed a little more light on pagan Viking religion. Evidence such as the Oseberg ship shows that burying the dead with their most prized possessions was customary. It was believed one's soul would use these in the next world. The ship was a popular grave item and came in many forms and sizes; when boats were not available, stones were arranged in the shape of a boat. The boat possibly symbolised the means by which the dead would reach the afterlife.

SOURCE 1 Line drawing detail of all of the images on the Ramsund Rock. The runes on the dragon's body are a woman's dedication to the memory of her husband.



SOURCE 2 Part of the Ramsund Rock, showing a scene from a Viking myth about a hero called Sigurd who slew a dragon



3.8.3 The coming of Christianity

By the end of the Viking Age most of the Scandinavian countries had adopted Christianity as their main religion. Those in the west were influenced by Rome. Further east, where the descendants of Swedish Vikings

had mixed with the Slav tribes on the rivers of Russia, the chief influence was Constantinople, which followed Eastern Orthodoxy. This was a result of Vikings serving as guards for the emperor of Constantinople.

Evidence suggests the conversion to Christianity was a gradual process. There was a long period of overlap where Christian and old pagan practices mingled. For the Christian missionaries who spread the faith throughout Scandinavia, this may have been seen as a practical tactic. By not completely overthrowing the old gods and the old pagan rituals, Christianity was able to get a foothold in Viking lands. There may also have been some degree of sentimental attachment to the old pagan religion. The sagas, products of a later Christian age, dwell at length on the myths and legends of the pagan past.

Kings and chieftains taking up the new Christian faith also did much to hasten the path to conversion. King Olaf Tryggvason imposed Christianity on Norway in 995 CE. The sagas tell of him destroying pagan temples. Such aggression suggests there was resistance to the spread of Christianity. With some parts of the Scandinavian world remote from the rest of Europe, and therefore having little, if any, contact with the Christian faith, this seems a reasonable assumption, especially in far-flung regions like northern Norway, Iceland and Greenland. By the time Tryggvason's successor, St Olaf, had finished his work of converting Norway and Iceland to Christianity, the Christian faith had taken firm root in the Viking world.

SOURCE 3 A Viking gravestone from Yorkshire in England. It combines both Christian and pagan symbols.



3.8 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Explain the meaning of the following concepts and terms:
 - (a) heathen
 - (b) pagan
 - (c) Valhöll
 - (d) valkyries.
2. Who were Odin and Thor?
3. What type of Christianity was followed by the descendants of Swedish Vikings who had settled in Russia?
4. Which kings imposed Christianity on Norway and Iceland?

Apply your understanding

5. Research the Sigurd legend. Examine **Source 1** and label those parts of the picture that illustrate incidents from the Sigurd myth. Treat the source as if it contained many frames (like a comic book) rather than a single picture.
6. What evidence is there in **Source 3** suggesting that the Vikings mixed Christian and pagan beliefs as they moved towards Christianity?
7. Use the internet and your library to research a Viking myth. Present it to the class in the form of a PowerPoint presentation. On each slide, summarise an incident in the story. Include suitable images for each slide.
8. Why do you think the Vikings converted from paganism to Christianity?

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Complete this digital doc: Worksheet 3.6: From pagans to Christians

3.9 Gods, giants and burial customs

3.9.1 Gods

Viking myths are full of tales of giants and of gods who lived in a place called Asgard. They also abound with stories of birds and animals with human qualities, and of dwarves and trolls. Belief in such tales of fantasy helped to inspire warriors and to comfort those hoping for love, prosperity, safety and life after death.

Before they largely became Christians (by the twelfth century), the Vikings believed their good fortune in life depended on their pagan gods. Animals and people — even chieftains — were sacrificed to keep the gods happy. Even after they had adopted Christianity, some pagan beliefs and habits remained.

SOURCE 1 Some of the more significant pagan deities were Odin, Thor and Freya

ODIN

- Chief god; and god of wisdom, war, death and poetry
- Married to Frigg. Sons included Thor (god of thunder and lightning) and Balder (god of light).
- Long grey beard and one eye. He traded one eye to drink at the well of wisdom.
- Invented the runes, using them to communicate and to do magic tricks
- Rode an eight-legged horse called Sleipnir
- Had a spear that always hit its target, and a bow that fired ten arrows at once
- Had two ravens which flew into the world every day to collect information
- Thought to have inspired the name 'Wednesday' (Woden's Day)



THOR

- The eldest son of Odin, and god of thunder and lightning
- Made crops grow and fought giants to protect people from evil
 - A quick-tempered, very strong and tall man, with red hair and beard and wild eyes
 - Drove a cart pulled by two giant goats. Vikings believed that thunder was the sound of its turning wheels.
- Threw a hammer called Mjollnir (caused lightning) which always hit its target and returned to his hand
- Wore iron gloves so he could throw and catch his mighty hammer
- Wore a belt called Megingjard, which made him ten times as strong
- Married to Siv, the goddess of the cornfields
- Thought to have inspired the name 'Thursday' (Thor's Day)



FREYA

- The goddess of love, fertility and war. She and her brother Freyr, the god of crops and fertility, were the children of Njord, the god of the sea and ships.
- When she lost her husband, her tears fell to the ground as amber.
- Rode in a chariot pulled by cats
- Wore a feather coat when she wanted to fly
- Thought to have inspired the name 'Friday' (Freya's Day)



3.9.2 Death

As pagans, the Vikings believed that death marked the start of a journey to another world. A warrior slain in battle with a sword in his hand travelled to Valhöll — the great hall of the supreme god Odin. There, he would fight by day and feast by night until Ragnarok. On the day of Ragnarok, there would be a terrible war, followed by the death of the gods and a new order of peace.

Vikings who died a less noble death than warriors went to a place called Hel. For most, this was a bit like life on Earth. For the wicked, however, it was a place of punishment. The Viking saga *The Seeress's Prophecy* describes how people such as **oath breakers** were made weak and sick with poison in Hel, and had to trudge through rivers filled with sharpened swords and knives.

Wherever they went after their life on Earth, the pagan Vikings believed the dead would need things they used or enjoyed in life. Hence, the dead were buried (or burnt) with items such as food and drink, eating utensils, weapons, tools, combs, jewellery, horses, dogs, wagons or boats — even their slaves. Funeral rituals were often very elaborate.

When they became Christians, Vikings generally buried their dead, without possessions, after holding a simple service.

Burial

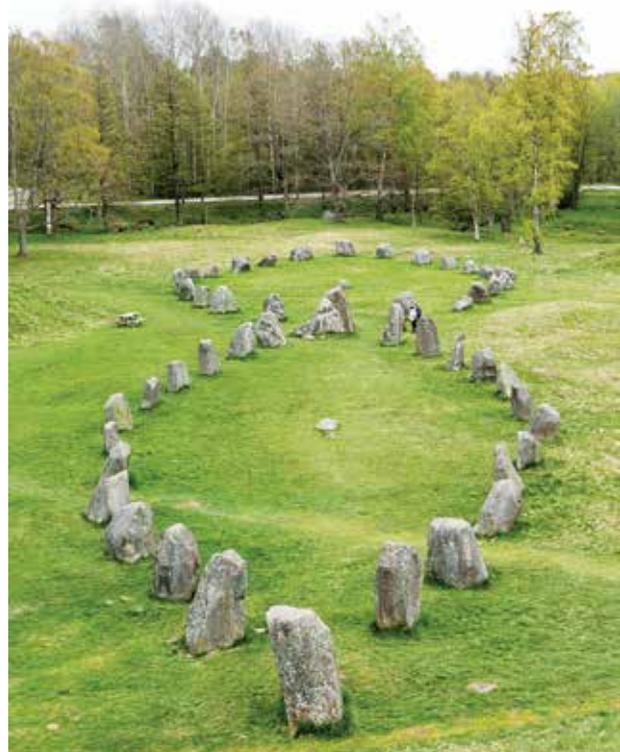
Evidence indicates that, at different times in history, Vikings buried their dead in mass graves, in deep pits, in wagons — even in boats. Given the importance of the sea to the Vikings, it is not surprising that ships played an important part in some of their funeral practices. They also provided a symbolic means for a person's journey in the afterlife.

It was important to Vikings that their name be remembered after death, as this provided a way in which they could live forever. Hence, burial sites were often marked with a runestone, a cairn (pile of rocks) or, more commonly, a large earth mound called a *howe*.

Cremation

Cremation was another common burial practice for pagan Vikings. The Arab traveller Ibn Fadlan, who attended a ship-burning funeral on the Volga in 922, wrote that Vikings believed that burning a body released the dead person's spirit faster than burying it could do. Hence, it was a kind act. The sagas describe tales in which the dead were cremated in treasure-filled ships pushed out to sea. There is as yet no archaeological evidence to confirm this practice.

SOURCE 2 Some grave sites are marked by runestones arranged in the outline of a ship's hull. These were probably the graves of those who could not afford a boat.



SOURCE 3 Many Viking funeral ships were buried whole. Some, however, were first burnt. Then the charred remains were covered with a mound of earth.



3.9 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Where did the Viking gods live?
2. What is the relationship between our weekdays and Viking mythology?
3. Draw lines to correctly connect the entries in the following table.

Viking god	Responsibility
Odin	Goddess of cornfields
Thor	God of light
Freya	God of thunder and lightning
Balder	God of wisdom
Siv	Goddess of love and fertility

4. How did burial practices change once the Vikings became Christian?
5. Why are Viking burial sites often marked with runestones, cairns or mounds?
6. Why did Vikings sometimes choose cremation?

Apply your understanding

7. Look at **Sources 2** and **3**. How can we tell that the person buried in the boat in **Source 3** is most likely wealthier than the person buried in the runestone 'boat' in **Source 2**?
8. Use information in this topic to write a eulogy (a short speech honouring a dead person) for a Viking warrior. Your eulogy should refer to the person's funeral and their journey to Valhöll. You will need to create them — their name, personality and achievements. You may like to use software to create a digital eulogy, including appropriate pictures and music.
9. Imagine you are one of the gods featured in this subtopic. Write a short tale that describes one day in your life. Your tale should be consistent with the description given here for your character. Don't mention your name in the story. Put completed stories in a box. Select one that is not your own and see how long it takes you to recognise the Viking god.

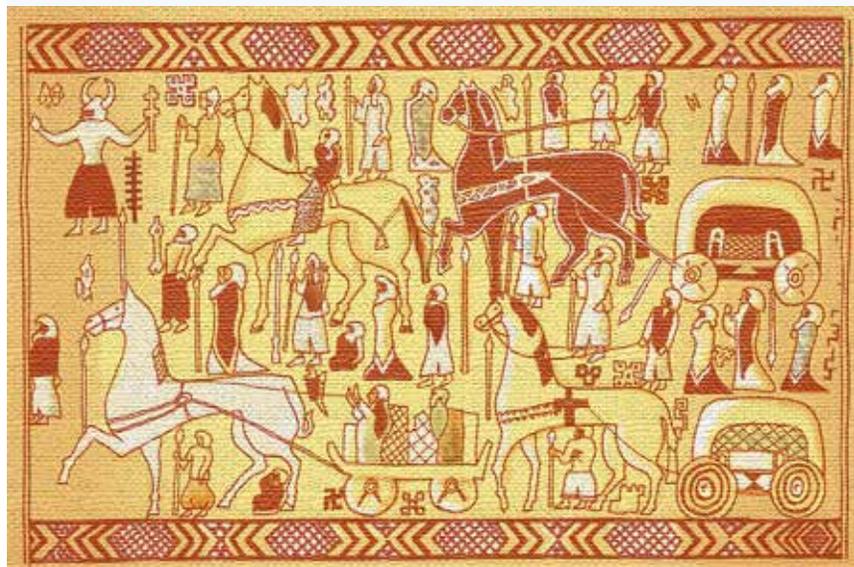
3.10 The Vikings as farmers

3.10.1 Viking farms

Although Vikings may be best known as pirates and raiders, they were, above all, farmers. The minority that went off on raids had to make sure there was someone at home looking after the farm. Their families' survival depended on stocking up on enough food for themselves and their animals to get through the long winter.

Generally, Viking farms tended to be a huddle of buildings around the **longhouse** where the family lived. Archaeologists have found that longhouses in the early part of the

SOURCE 1 A reconstruction of a Viking **tapestry** showing various everyday activities. The tapestry was reconstructed from pieces that were found buried with the Oseberg ship.



Viking Age included not only the living quarters for the family, but also stalls for animals, a workshop, and stores for food and tools. Later, the longhouse was used only as living quarters for the family; everything else was moved to other buildings. Hired hands were often employed to help run the farm. Slaves were also used, probably in the least desirable jobs, such as looking after sheep.

Villages were rare. Where there was a prosperous trade route, farms may have grouped together as a village. Generally, however, Viking farms were isolated. For this reason, they had to be **self-sufficient**, producing all their own food and tools. The Viking farmer had to be a good carpenter, blacksmith, cultivator of crops and breeder of animals. This is because he had to build his own longhouse and any boats or carts he may have needed. He also had to make his own tools.

Livestock and crops

Viking farmers kept cattle, horses, sheep, goats and pigs for meat, dairy products, wool and skins. Horses and oxen were also used for transport. In summer sheep and cattle were taken to higher pastures. But winter was severely cold, so livestock tended to be kept indoors and fed with hay. A poor harvest could mean starvation for both the animals and the Vikings. Besides hay, archaeologists have also found evidence of grain crops like barley, rye and oats, as well as such vegetables as onions, peas and cabbages. **Flax** and **hemp** were grown to make **linen** and rope for the rigging of boats.

SOURCE 2 Reconstruction of a Viking longhouse in Stöng, Iceland. The original building is fairly well-preserved because it was buried under volcanic ash when Mount Hekla erupted in 1104.



SOURCE 3 An archaeological site showing the foundations of a Viking longhouse in Denmark



3.10.2 Women and children

The wife of a Viking farmer was a figure who had much authority in her community. She commanded the work on the farm when her husband was away. She wore a belt with a set of keys to the farm's food stores. In the harsh climate, food was the most precious commodity. There is evidence that women accompanied men on rough sea voyages, even to uninhabited places like Iceland and Greenland. Without women, colonies could never have been established there.

SOURCE 4 A reconstruction showing a Viking family, at Hedeby Viking Museum, Busdorf, Germany



Some women enjoyed a degree of power in their communities. As with Viking chiefs and kings, there is evidence of important women being buried with their belongings in longboats. The most spectacular example is the Oseberg ship burial (see subtopics 3.2 and 3.6). The body buried in that magnificent longship was a woman's: she is sometimes called 'the Oseberg queen'. She may or may not have been a queen, but she was certainly a respected and important figure.

Of Viking children, there is barely any evidence. It can be hypothesised that girls and boys would have helped with chores around the farm, such as making linen garments (probably a girl's task), milking cows, preparing food and hunting. In a society which Scandinavians themselves regard as prehistoric, school did not exist. It is likely that in such a warrior society, a young boy's practical education came in the form of learning the skills of warfare: handling a bow or a sword. Probably he was also trained in the construction and sailing of boats.

3.10 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. What was the main purpose of the farm longhouse?
2. Who was often used to do the least desirable jobs on the farm?
3. List two skills the Viking farmer needed besides farming.

4. List three types of animals kept on Viking farms.
5. Why did the farmer keep his livestock indoors during the winter?
6. What was used to feed animals in the winter?
7. List three crops cultivated on Viking farms.
8. Why were flax and hemp useful?
9. Describe how men, women and children lived and worked in Viking society.

Apply your understanding

10. Look at **Source 1**. List four things we are able to find out from this source about how the Vikings lived.
11. How does an archaeological find such as **Source 3** help to create reconstructions such as the house in **Source 2**?
12. Use the internet and your library to research remains of longhouses in the Viking world, particularly in Iceland. Find a ground plan of a longhouse showing the various features and rooms. Draw the plan and label the features and rooms.

3.11 SkillBuilder: Interpreting Viking sources

3.11.1 What are our main sources for the Vikings?

We have many sources that tell us about the Vikings. Most sources from the Viking Age are archaeological. This means that much of what is written about the Vikings is based on guesswork. Written documents from the Viking Age itself are, for the most part, very brief. Secondary sources, including film or attempts to recreate Viking life through replicas like armour or ships or buildings, are often based on guesswork.

The Aggersborg Viking castle was Denmark's largest ring fortress.



Why do we need to interpret sources for the Vikings?

Sources can reveal a lot about the Vikings. Historians need to ask questions about both primary and secondary sources to identify their origin (where they came from), their purpose (why they were created) and whether or not they are reliable and therefore useful.

3.11.2 How to interpret sources for the Vikings

We need to think carefully about the clues each source provides. We need to ask questions such as:

Questions for archaeological sources

- 1 When and where was it made?
- 2 What was its purpose?
- 3 Is it a primary or secondary source?
- 4 Can we tell whether it is genuine?
- 5 What conclusions can we draw from the source?

Questions for written sources

- 1 Who wrote the source?
- 2 Is it a primary or secondary source?
- 3 Can we tell whether it is accurate?
- 4 Could the author be biased? If so, does it affect the reliability of the source?
- 5 What conclusions can we draw from the source?

Step 1

The questions for archaeological sources have been applied to **Source 1**.

1. *When and where was it made?*
Scientific tests show it was built between 980 and 981 CE.
2. *What was its purpose?* It was a fortress, meant to shelter armed men and to control the surrounding country.
3. *Is it a primary or secondary source?* Having been built during the Viking Age, it is a primary source. Almost certainly it was built by Danish Vikings.
4. *Can we tell whether it is genuine?* It is a genuine Viking building complex. It was built during the Viking Age and is now mostly in ruins, with most of the timber structures having disappeared over time.
5. *What conclusions can we draw from the source?* The Vikings built ring fortresses that were surrounded by mounds and ditches.

Step 2

The questions for written sources have been applied to **Source 2**.

1. *Who wrote the source?* The author is unknown. We know only that, like the Viking saga he has written, he has an Icelandic heritage.
2. *Is it a primary or secondary source?* The event is a Viking battle. As this source was written in the mid-thirteenth century and the author could not have witnessed the events he describes, it is a secondary source. However, if we were studying this source in the context of thirteenth-century medieval literature, it would be a primary source.
3. *Can we tell whether it is accurate?* It is not an eyewitness account. Even as a fictional account, the style of warfare may have changed after 200 years. At best, it is an imaginative account of a battle on a Viking fortress. We cannot be certain that it is an accurate description of an event from the Viking Age.
4. *Could the author be biased? If so, does it affect the reliability of the source?* There does not appear to be any motive for bias. It is a straightforward account of a battle in the Viking Age.
5. *What conclusions can we draw from the source?* We cannot conclude anything about actual Viking battles, but we can conclude that the Vikings told stories about their battles.

SOURCE 1 The Trelleborg Ring, a Viking fortress in Denmark, was built about 980 CE. Ring fortresses were surrounded by circular earthen mounds. Visible in this aerial view is the circular ridged earthen mound, which was the defensive wall. It is surrounded by a ditch.



SOURCE 2 An extract from an Icelandic saga called *Eyrbyggja*, written originally in Old Norse, or Icelandic, in the mid-thirteenth century

[The] onset [of the battle] was of the fiercest, and many were wounded on either side, but none slain. Snorri and his folk shot so thick and fast, that Raven with his men gave back from the wall [of the defensive work]. Then Thrand the Strider made a run at the wall, and leaped up so high that he got his axe hooked over the same, and therewith he drew himself up by the axe-shaft till he came up on to the work ... [When] Raven saw that a man had got on to the work, he ran at Thrand, and thrust at him with a spear, but Thrand put the thrust from him, and smote Raven on the arm close by the shoulder, and struck off the arm. After that many men came on him, and he let himself fall down outside the wall ...

3.11.3 Developing my skills

Interpreting sources on the Vikings

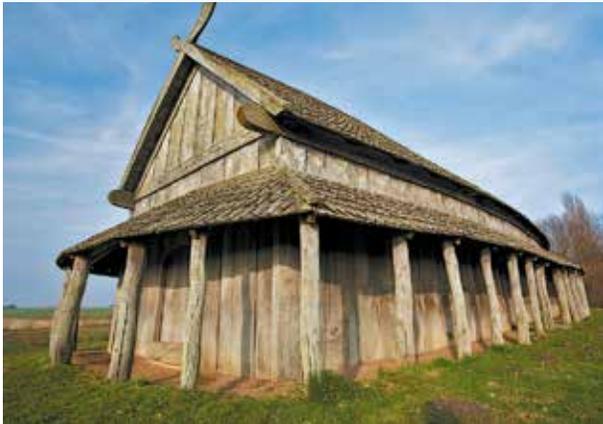
Use the following questions to interpret **Sources 4** and **5**. The information given in **Source 3** will help you judge which is more reliable.

1. When and where was it made?
2. What was its purpose?
3. Is it a primary or secondary source?
4. Can we tell whether it is genuine?
5. What conclusions can we draw from the source?

SOURCE 3 From an article by Holger Schmidt entitled 'The Trelleborg House Reconsidered'

The reconstructed Viking-age house erected at Trelleborg in 1942 has, as a result of recent archaeological investigation, proved to be wrongly designed. The theory that it had an outside gallery [the verandah] is impossible to sustain, since on further examination the posts proved to be inclined towards the house and they must, therefore, be explained as buttresses ... [The] whole structure of the house must be reconsidered ... [The] Trelleborg house-type is that of the NW European medieval hall. It was built entirely of wood, the walls were of a stave-plank construction and it had a trussed-rafter roof. The convex shape of the structure was in accordance with contemporary taste or style ... The walls ... were perpendicular, but the roof and buttresses would have been the overriding feature of the exterior, giving it the curved outline of ... hog-back grave-covers.

SOURCE 4 Reconstruction of a Viking longhouse from Trelleborg. It was built in 1942 and is supposed to be modelled on the longhouses which once occupied the Trelleborg Ring, as seen in **Source 1**.



SOURCE 5 A more recent reconstruction of a Viking longhouse from a ring fortress site at Fyrkat in Denmark



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Complete this digital doc: Worksheet 3.7: Interpreting sources

3.12 Harald Bluetooth, Viking king of Denmark

3.12.1 Viking royal palace

In 2010, archaeologists announced they had unearthed a Viking ‘palace’ in Jelling, a village in Denmark on the Jutland Peninsula. The foundations of five longhouses, standing stones in the shape of a longship and some runestones have so far been uncovered. Whose palace complex has been discovered?

The palace is the ruins of a particularly large longhouse beneath the present-day church. The complex has been dated to the late tenth century, the same period as ring fortresses such as Trelleborg (see subtopic 3.11). Therefore, it is likely this complex was built by the same people.

‘The birth certificate of Denmark’

Close to the palace complex are two runestones called the Jelling stones. One is shown in **Source 1**. This stone was erected by Harald Bluetooth, the king of Denmark. This stone has both pictures and runes carved into it. The stone:

- honours Harald Bluetooth’s parents
- proclaims Harald united Norway and Denmark into a single Viking empire
- declares Harald brought Christianity to Denmark and Norway.

For these reasons, the Jelling stones have become known as ‘the birth certificate of Denmark’. In other words, they record the beginning of Denmark as a nation.

It is believed the palace complex unearthed at Jelling was most likely Harald’s seat of royal power. This is because of its size and its close proximity to the Jelling stones.

3.12.2 The life of Harald Bluetooth

Harald may have been the first king of a united Denmark. However, he had to fight hard to keep his throne. Given there is so little written evidence from the Viking Age, not much is known for certain about Harald’s life or his reign. For example, it is not certain exactly when he was born. However, it is generally thought that he was born about 911 CE and died about 987 CE. We also know that he engaged in many battles, both at home and abroad.

Harald’s conversion

Although the inscriptions on the Jelling stones give the impression that Harald freely converted his people to Christianity, some evidence suggests Harald might have been forced to do so.

SOURCE 1 One of the Jelling stones in Jutland, Denmark. This side of the rune depicts the crucifixion. The runes on the other side of the stone read: ‘Harald king had these stones made after Gorm his father and after Thyra his mother — that Harald who won all Denmark and Norway and made the Danes Christian’.



Harald's ring fortresses were part of a defensive military system called the Danevirke, which was designed to protect his kingdom from the Germans in the south. At this time, the ruler of Germany was the Holy Roman Emperor Otto I. Some historians say that Otto I defeated Harald in battle, forced him to be baptised and commanded him to protect the churches in Denmark where many, including Harald himself, continued to worship the old pagan gods.

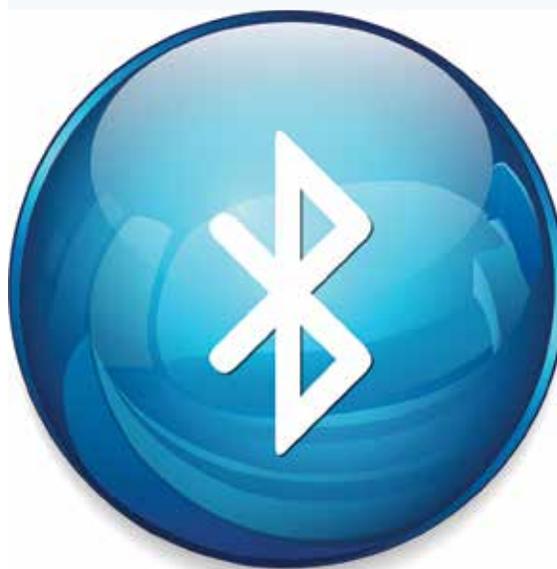
Other accounts, however, say that Harald Bluetooth was freely converted by a Christian cleric.

Battles

Harald appears to have been successful in foreign military expeditions. The inscription on the Jelling stone says he conquered and brought Christianity to Norway. The southern part of Sweden fell under Harald's rule, and he supported Richard the Fearless of Normandy to fight against the king of France. He succeeded in capturing King Louis IV of France as prisoner and forced the French king to accept his ally Richard's rule over Normandy.

Harald finally met his end fighting a rebellion by pagan Danes in which it is thought his own son, Svend, was involved. Harald was given a Christian burial. The Christian faith he had helped to spread throughout the Viking world would prevail. So would Denmark, which under his grandson Canute the Great would become a vast empire, encompassing Norway, Scotland and England.

SOURCE 2 The Ericsson company's Bluetooth symbol. It is made up of two runic letters, standing for H and B, the initials of the Danish king Harald Bluetooth.



DID YOU KNOW?

The software called Bluetooth is named after the Viking king of Denmark. Just as Harald Bluetooth united Denmark and Norway, so does the software named after him unite communication technology.

3.12 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. When was the Viking palace complex at Jelling built?
2. Why are the Jelling stones called 'the birth certificate of Denmark'?
3. Against which enemy was the Danevirke meant to defend Denmark?
4. How was Harald Bluetooth able to secure the rule of Normandy for his ally Richard the Fearless?
5. How did Harald Bluetooth die?

Apply your understanding

6. Examine **Source 2**. Using the internet or your library, research the runes which combine to make the Bluetooth symbol. Write these in your workbook along with their meaning.
7. Examine **Source 1**. Why do you think the Jelling stones have led archaeologists to hypothesise that the palace complex at Jelling was the seat of Harald Bluetooth's royal power?
8. Use the library and the Internet to research the Danish king Canute the Great. Design a runic stone, like the Jelling stones, that describes his achievements.

3.13 The Battle of Hastings and the end of the Viking Age

3.13.1 Introduction to the end of the Viking Age

In Bayeux Cathedral in France, there is an embroidered wall hanging. It shows detailed scenes from the Battle of Hastings in 1066, which led to the Norman invasion of England. It is called the Bayeux Tapestry and is one of the most famous primary sources in medieval history. Many historians believe it was created in the late eleventh century under the orders of a bishop called Odo. This man lived in Bayeux, was a leader in the Battle of Hastings and was the half-brother of William, the Norman duke who won the battle. The Bayeux Tapestry has a height of only 50 centimetres, but is 70 metres long! It outlines the events of the Battle of Hastings like a modern-day comic book.

SOURCE 1 Contenders for the English throne jostle for power.



A Harold Godwinson

'I should be king! Edward was my brother-in-law, and even though I rebelled against him in 1051 we've put aside our differences.'



B William, Duke of Normandy

'Edward promised me the throne because I helped him crush Harold's rebellion in 1051. Harold even swore to me that he'd let me be king!'



C Harald Hardrada

'We should not let Viking influence in England disappear. I'm a descendant of King Canute and that's why I should be king!'



D Tostig

'My brother Harold is a power hungry, ambitious swine! I want the throne for myself, and I'll use King Harald Hardrada of Norway to my advantage to get it!'

Background

When England's King Edward the Confessor died in 1066, he had no direct heir to the throne. A powerful earl, Harold Godwinson, saw the opportunity to take the crown himself. But he had competition. King Harald Hardrada of Norway, as a descendant of the Danish king Canute who had once ruled England, believed he had a right to the throne. Harold Godwinson's own brother, Tostig, joined forces with Harald Hardrada. Finally, Duke William of Normandy also tried to claim the throne because he said Harold had sworn an oath promising to support him in becoming king after Edward's death.

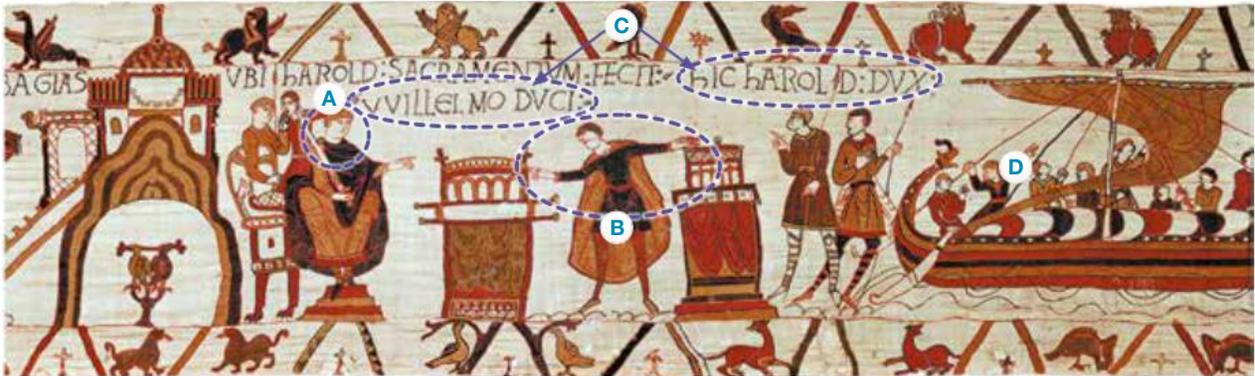
3.13.2 The last Viking attack on England

The battle for the crown led to the last Viking attack on English soil. Harald Hardrada and his Norwegian army landed in the north of England. They met Harold Godwinson's army on the battlefield at Stamford Bridge.

The Battle of Stamford Bridge

At the Battle of Stamford Bridge, Hardrada's army were defeated in a bloody battle and as few as 25 of their 300 longships returned to Norway. Hardrada and Tostig were both killed. Some historians consider this the last true Viking attack on England. However, William of Normandy, a descendant of Danish Vikings, was now sailing to England in a fleet of longships.

SOURCE 2 A scene from the Bayeux Tapestry — Harold's oath



A William

B Harold places his right hand on a casket containing a holy relic and his left hand on a bible. Possibly this is an oath to support William's claim to the throne of England.

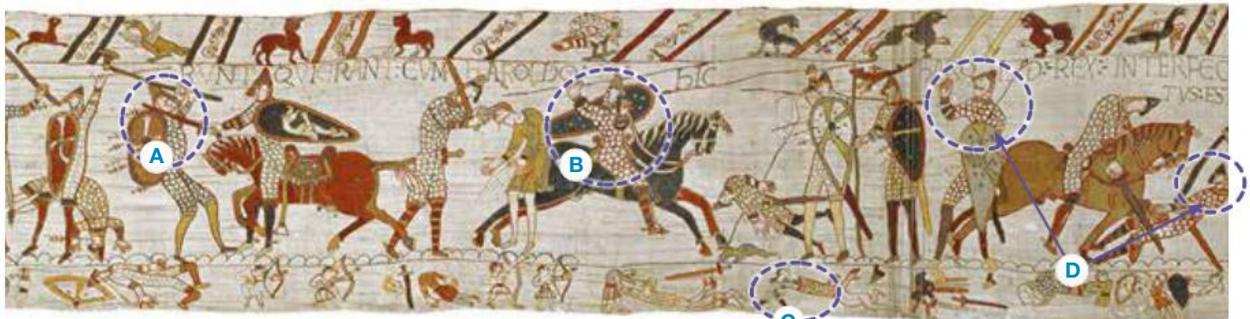
C 'William' and 'Harold' in Latin. The words *dux* and *duci* mean 'leader'.

D Harold is escorted back to England in a Norman ship. Clearly it is a Viking longship in design.

The Battle of Hastings

Harold's weary troops marched southwards 700 kilometres to meet the Norman force. They finally met near Hastings at a place now appropriately called Battle. Harold's troops formed a shield wall near the top of a hill, defending their position with battle axes. Wave after wave of Norman cavalry charged the shield wall but with little effect. Medieval battles were often decided within an hour — but not Hastings! It raged for the better part of a day. According to historians, it was a risky strategy of William's that finally won him the battle. Twice, his cavalry pretended to flee from the English. When the English troops gave chase, they broke their shield wall. William's cavalry regrouped, charged and defeated the now scattered English infantry. Harold was killed.

SOURCE 3 A scene from the Bayeux Tapestry — the death of Harold



A An English huscarl — the elite bodyguard of Harold's army

B A mounted Norman knight. His armour is similar to the huscarl's. His kite-shaped shield is favoured over Viking round shields.

C Stripping troops of their expensive armour

D Harold is killed. He is either shot with an arrow or cut down by a Norman sword — or perhaps both.

DID YOU KNOW?

The Normans spoke French. Their conquest introduced many French and Latin words into the English language.

3.13.3 The aftermath of the Battle of Hastings

William was crowned king of England at Westminster Abbey on Christmas Day, 1066. He became known as William the Conqueror. Despite his coronation, he had to continue fighting the English for the next few years before he had full authority. His knights became the new nobility of England. William followed the Frankish custom of parcelling land and peasant workers out to his supporters. This was part of a new system of running a country, called feudalism. This system, along with Christendom, would define Europe for the rest of the Middle Ages.

SOURCE 4 Engraving by Bocquet of William the Conqueror (1027–1087), crowned king of England at Westminster Abbey on Christmas Day, 1066



3.13 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Which famous event in medieval history is shown on the Bayeux Tapestry?
2. Who became King of England when Edward the Confessor died?
3. Which Norwegian king was defeated at the Battle of Stamford Bridge?
4. Who won the Battle of Hastings?
5. Where and when was William the Conqueror crowned king of England?

Apply your understanding

6. List the features of the ship shown in **Source 2** that show it is a Viking longship.
7. Why did the Norman knights find it so hard to break through the shield wall formed by the English huscarls?
8. Why do you think the Bayeux Tapestry is such a valuable source of information for historians studying the Battle of Hastings?
9. Use the internet or your library to research the Bayeux Tapestry. Write a summary of the order of events shown in the Bayeux Tapestry.
10. How did events like the Norman Conquest contribute to ending the Viking Age?

3.14 Heritage of the Vikings

3.14.1 Iceland: a Viking republic

The modern parliament in Iceland is called the Althing. It has the same name as the body established in 930 CE that governed Iceland during the Viking Age. Although the Althing is regarded as the oldest national government assembly in Europe, there have been many changes over the last 1000 years. The Althing of the Viking era had some of the features of a modern parliament, but was quite different in many ways.

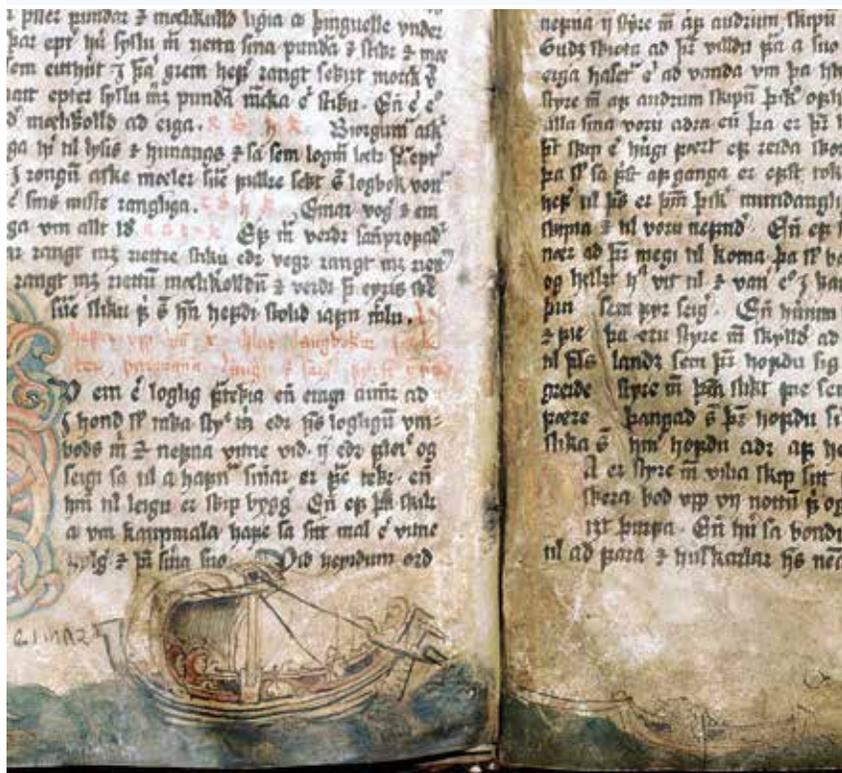
Iceland was originally a colony of Norwegian settlers. Most of them had settled Iceland as a result of feuding with the king of Norway. They fled to Iceland where they hoped to live free of the Norwegian king's authority. Like Norway, Iceland was divided into a series of regional assemblies called **things**. Each thing was ruled by a local chieftain called a godar. As the population grew, these things combined to create a national governing assembly, the **Althing**. It was a unique form of government because it rejected the rule of a king. This was probably the result of the Icelandic settlers' dissatisfaction with the way they had been treated by the king of Norway.

Each year in summer, the Althing met on a plain called **Thingvellir**. The godars, 48 in all, came with their supporters and were billeted in small dwellings called **booths**. The assembly met in the open at a spot called the Law Rock. They listened as the law code was recited by a representative called the Lawspeaker. Then they discussed making new laws and amending old laws. One of the more radical amendments they made to their law code was the adoption of Christianity in 1000 CE.

Feuds were frequent between the regional chieftains, and the Althing's role was to try to resolve conflict. No doubt there was an endeavour to do this peacefully, but there is evidence that at times weapons were drawn at the Althing. One saga tells of one chieftain and his supporters using force of arms to barge through another group to get a hearing at the Althing.

But such incidents were probably rare. The Althing was unique as an assembly of free men trying to establish rule of law without the need of a king to enforce it. They even elected a president every three years. This is why some historians describe Viking Iceland as a **republic**. However, unlike the president of a modern republic, the president of the Althing was unable to enforce laws. This was the job of those directly involved in the law-making process.

SOURCE 1 One of the earliest written versions of the Icelandic legal code. It dates from 1260, two centuries after the end of the Viking Age. Because the Vikings did not keep records in the form of a book, the code was originally recited by heart (see **Source 2**).



3.14.2 Enforcing the law

There were various penalties for breaking the law. Theft was punished with beheading or hanging. A slave judged to be disobedient was punished with a whipping. Stoning and drowning were also punishments. Some offenders were sentenced to become outlaws. They were denied food and shelter and anyone had the right to kill them on sight. If you were an outlaw for life you also lost your property. Lesser offences carried a three-year sentence of outlawry. In the case of a dispute, it was the role of the injured party to enforce a punishment, not the Althing. Sometimes they accepted punishment payment from the offender or even agreed to reconciliation.

The Althing may have been very different to a modern parliament. However, in the centuries which followed its establishment, the rest of Europe would be ruled by kings and emperors. Compared to this, the Althing was more closely related to modern parliaments with representatives elected by free citizens.

SOURCE 2 A nineteenth-century depiction of Thingvellir in Iceland, where the Althing was held. The actual gathering took place outdoors at the foot of the lava cliffs. The Lawspeaker, who recited the law code, stood on the Law Rock. He faced the cliffs so that his voice could be heard more clearly by echoing off the cliff face.



DID YOU KNOW?

The word *booth*, which means an enclosed structure usually of wood or canvas, such as a stall at a fair, is originally an Old Norse word, which referred to the booths described in section 3.14.1.

3.14 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. In what year was the Althing set up in Iceland?
2. From which country did Icelanders originate?
3. What is a godar?
4. Where did the Althing meet?
5. Under Icelandic law, what happened if you were declared an outlaw for life?

Apply your understanding

6. Why do you think the Icelanders chose the place shown in **Source 2** for the Althing? What is appealing about the place?
7. Using the knowledge you have acquired by reading this topic, explain why the Icelandic law code was not written until long after the Viking Age was over.

learnon RESOURCES – ONLINE ONLY



Complete this digital doc: Worksheet 3.8: The Viking legacy

3.15 Research project: The Bayeux Tapestry

3.15.1 Scenario and task

The story of 1066 did not end with the Battle of Hastings. William the Conqueror still had much to do before he could ensure his rule was legitimised and respected. He had to establish law and order over the now vanquished Saxons. He had to ensure that the knights and barons who fought with him were rewarded, and he had to quell any remaining resistance. And, of course, he had to be crowned king.



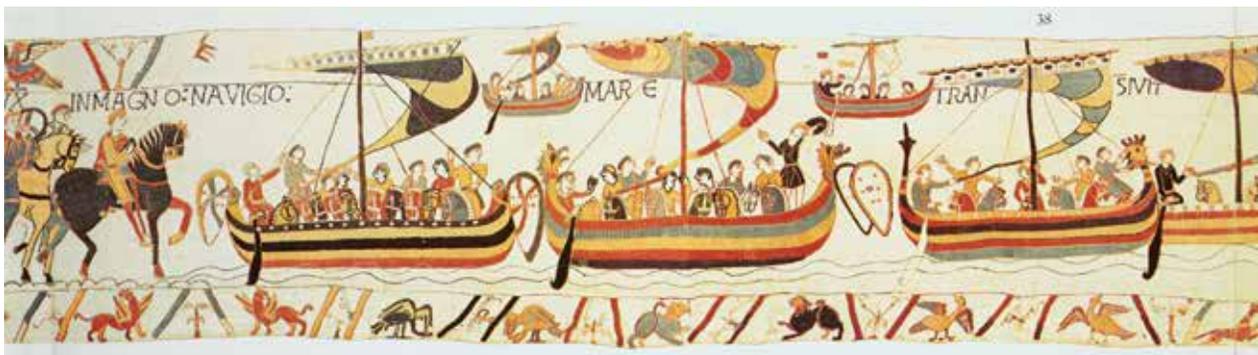
None of these parts of the story are told in the Bayeux Tapestry, because centuries of rolling and unrolling it every time it was viewed have resulted in one end being completely frayed away. Your task is to complete the tapestry, illustrating some of the events that occurred after that fateful day near Hastings. To complete the task you will need to research different aspects of life in England after the battle, and to accompany your tapestry you will need to write a summary of the events you have depicted.

3.15.2 Process

- Access your learnON title to watch the introductory video lesson for this project. Then investigate each of these research topics — the weblinks in the Resources tab will help you get started with your research:
 - Hereward the Wake and other resistance fighters
 - law and order under William
 - the *Domesday Book*
 - the feudal system
 - William’s coronation.
- Make a note of interesting facts and key events as you go. Be sure to record which websites you visit so you can complete the bibliography at the end of the project. Although they have a lot of good information, you should use the sites mentioned as a starting point only. Try to use a variety of different sources to complete your research, including at least one offline source.
- Once the research has been done it’s time to complete the Bayeux Tapestry. Choose one of the research topics that you investigated to be illustrated in your completion of the tapestry. Download the template provided in the Resources tab and fill in the end of the story of 1066. Don’t forget that the Bayeux Tapestry is like a giant comic strip, so your story should be told in a series of different panels rather than in one image. Make sure your story has an ending; for example, it could be William’s coronation, the final event in the story of Hereward the Wake or the completion of the *Domesday Book*.
- Finally, you need to write up a summary of the research that you completed.
 - What happened in England after the Battle of Hastings?
 - Did William manage to secure his throne or was there continued resistance to his rule?
 - Did life return to normal for the Saxons or were there long-term changes for them?Your summary should outline the main points discovered, and should be approximately 500 words in length. Don’t forget to include a bibliography at the end!

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Go online to access additional resources such as templates, images and weblinks.



3.16 Review

3.16.1 Review

The Vikings represent a spectacular phase in history. This is largely because of their splendid weapons, armour and ships, and their sea-borne raids. In this topic we have learnt that:

- the Vikings also engaged in peaceful trade
- the Viking Age lasted about 200 years

- the Vikings were also explorers who, among other places, visited North America
- the Vikings settled places as far-flung as Iceland, Greenland and Russia
- the Vikings conquered places in Ireland, England and Normandy
- the Vikings began as pagans but eventually adopted Christianity
- the Vikings were superb seamen.

KEY TERMS

Althing Iceland's parliament; Icelandic governing national assembly formed during the Viking Age, which met once a year

amber yellow fossil resin found in countries around the Baltic Sea and valued as precious stones in the manufacture of jewellery

arable land that can be ploughed for crops

barbarian uncultured and uncivilised; not Christian

berserker Viking warrior who fought naked or near-naked and rushed wildly into battle. The word 'berserk' is derived from this.

booth small, temporary shelter for participants at things and the Icelandic Althing

boss metal bulge used as reinforcement in the centre of a shield

bronze metal alloy mainly of copper and tin

cairn carefully arranged pile of stones, usually intended as a landmark

duchy dukedom; a small state ruled by a duke, a nobleman whose rank is just below that of a prince

fjord long, narrow inlet flanked by high cliffs and slopes

flax plant cultivated for its seeds and fibres, which can be used to produce many things such as textiles

geld money or other valuables taken under threat of violence

Gulf Stream great warm current of water flowing from the Caribbean Sea all the way to northern Europe

heathen one who is neither Christian, nor Jewish nor Muslim, and is often seen as therefore being uncivilised

hemp plant favoured for its tough fibre, useful in the making of rope

hilt the handle of a sword or dagger

keel lowest timber running along the length of a vessel, and upon which the framework of the whole boat is built

knarr a Viking trading ship

lamellar made up of overlapping metal plates or scales

linen cloth made from flax

longhouse a Viking farmhouse with a curved shape like an upturned boat. Particularly large longhouses meant for 30–50 people are often called halls.

mail armour comprising chain links

oath breaker someone who goes back on their word

pagan one who worships many gods; someone who is not a Christian, Jew or Muslim

peat vegetable matter, decomposed by water and partially turned to carbon, frequently forming a bog

polytheistic worshipping numerous gods

pommel rounded knob at the end of a sword hilt

pro front part of a boat or ship

rampart defensive mound of earth, usually surrounding a fortress or military camp

reconstruction in archaeology, rebuilding an artifact using archaeological remains as a guide

republic a state in which the head of the government is not a ruler who inherits his position as might a king or emperor

rudder broad wooden or metal piece at the end of a boat used for steering; on a longship, it was a broad oar attached to the tiller

runes letters of the Scandinavian alphabet based on Roman or Greek letters but modified to be easily carved on wood or stone

saga a medieval Scandinavian tale about exploits and adventures in the life of a hero or his family

self-sufficient able to provide for its own needs

tapestry carpet-like wall-hanging

thing regional meeting held to decide local issues in Norway and Iceland during the Viking Age

Thingvellir meeting place of the Althing in Iceland during the Viking Age

tiller steering lever at the back of a boat

3.16 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Multiple choice quiz

Short answer quiz

1. Name the three Scandinavian countries which were the homelands of the Vikings.
2. What are runes?
3. What is the name of the saga, written in Old English, about a Swedish hero who slays the monster Grendel?
4. What is a knarr?
5. Which Scandinavian country has many fjords?
6. What is Leif Eriksson's claim to fame?
7. What is a berserker?
8. Name the Viking god of thunder.

Apply your understanding

9. How do we know that the statue in **Source 1** is that of a Viking? Does it depict any Viking stereotypes?
10. Use the internet or your library to find out more about the Bayeux Tapestry. How reliable is it as a primary source?
11. Use the internet and your library to find out how the Vikings settled Russia and Normandy.

learnON RESOURCES – ONLINE ONLY

Go online to access additional end of topic resources such as interactivities and printable worksheets.

 **Try out these interactivities:** Vikings timeline (int-2944)
Vikings word search (int-3883)

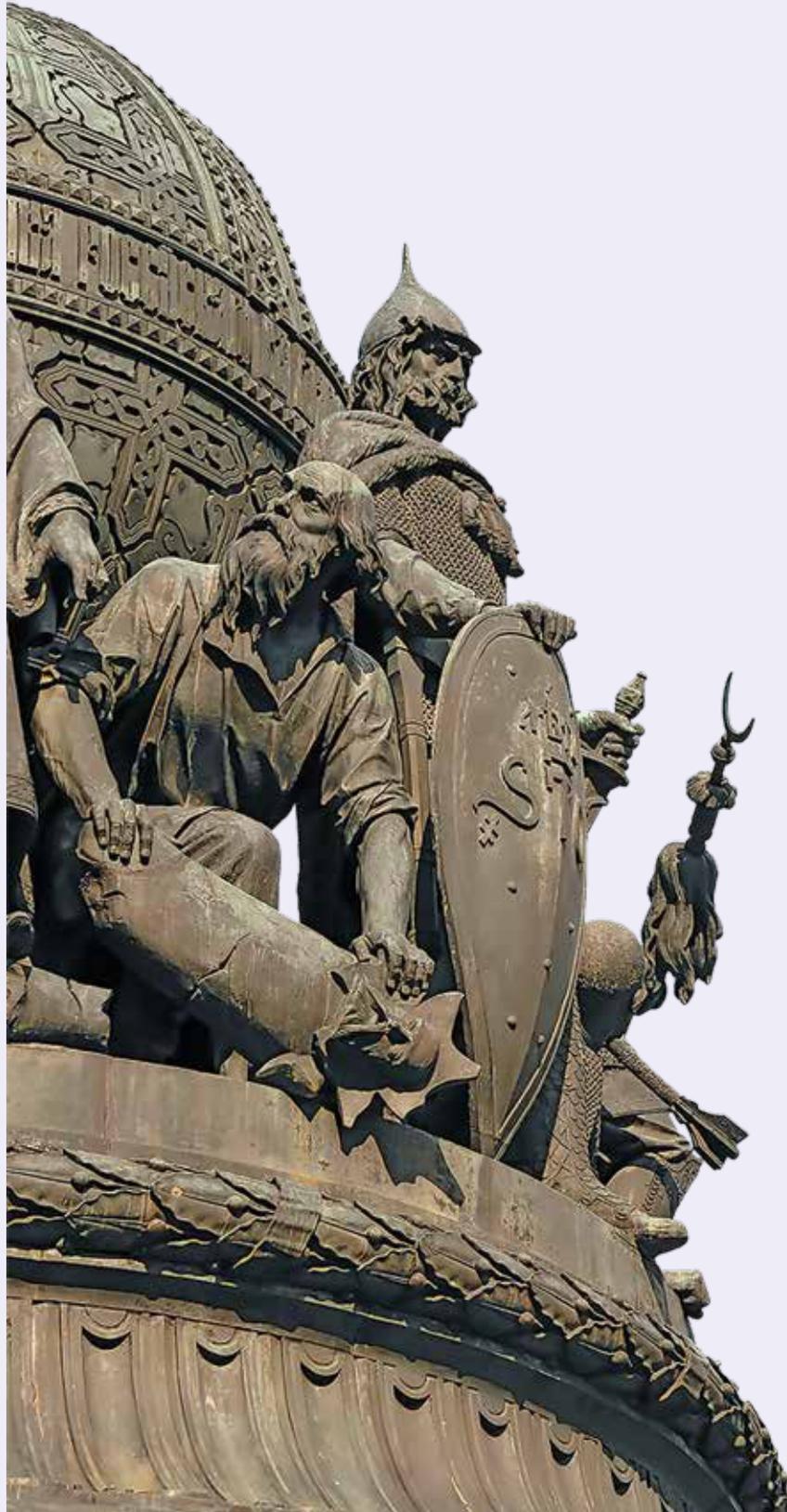
 **Complete these digital docs:** Worksheet 3.9: Word search
Worksheet 3.10: Summing up
Worksheet 3.11: Reflection

Back to the big questions

At the beginning of this topic, several big questions were posed. Use the knowledge you have gained to answer these questions.

1. What do we know of the Vikings from the artefacts that archaeologists have found?
2. What do we know of the Vikings from written sources, such as myths, stories, annals and chronicles?
3. What sort of religion did the Vikings practise?
4. How did the age of the Vikings come to an end?
5. What misconceptions exist about the Vikings?

SOURCE 1 A statue of Rurik, the first king of Kiev Rus. In this monument, he is holding a shield and dagger. It stands in the Russian city of Novgorod. Kiev Rus was established by Swedish Vikings. It eventually evolved into the modern-day nations of Russia, Ukraine and Belarus.



TOPIC 4

Medieval Europe (c. 590–1500)

4.1 Overview

Numerous **videos** and **interactivities** are embedded just where you need them, at the point of learning, in your learnON title at www.jacplus.com.au. They will help you to learn the content and concepts covered in this topic.

4.1.1 Links with our times

In this topic we will explore Europe from the sixth century CE to 1500. This period is referred to as the Middle Ages and can be broken down into three periods: the Early Middle Ages (c. 500–1100), the High Middle Ages (c. 1100–1300) and the Late Middle Ages (c. 1300–1500). People often associate kings, knights and castles with the Middle Ages; however, this period had many other defining features. This topic will explore the feudal system, which was the most widely adopted social order of the period, the increasing power and influence of the Catholic Church, and the peasantry, or poor farmers, who made up most of the population.

It is hard to imagine that our modern, technology-centred society could uphold any traditions from the Middle Ages (or medieval times, as they are also known). Australia, for example, was colonised 300 years after the end of the Middle Ages. Yet we have a monarch whose position dates back to the Middle Ages.

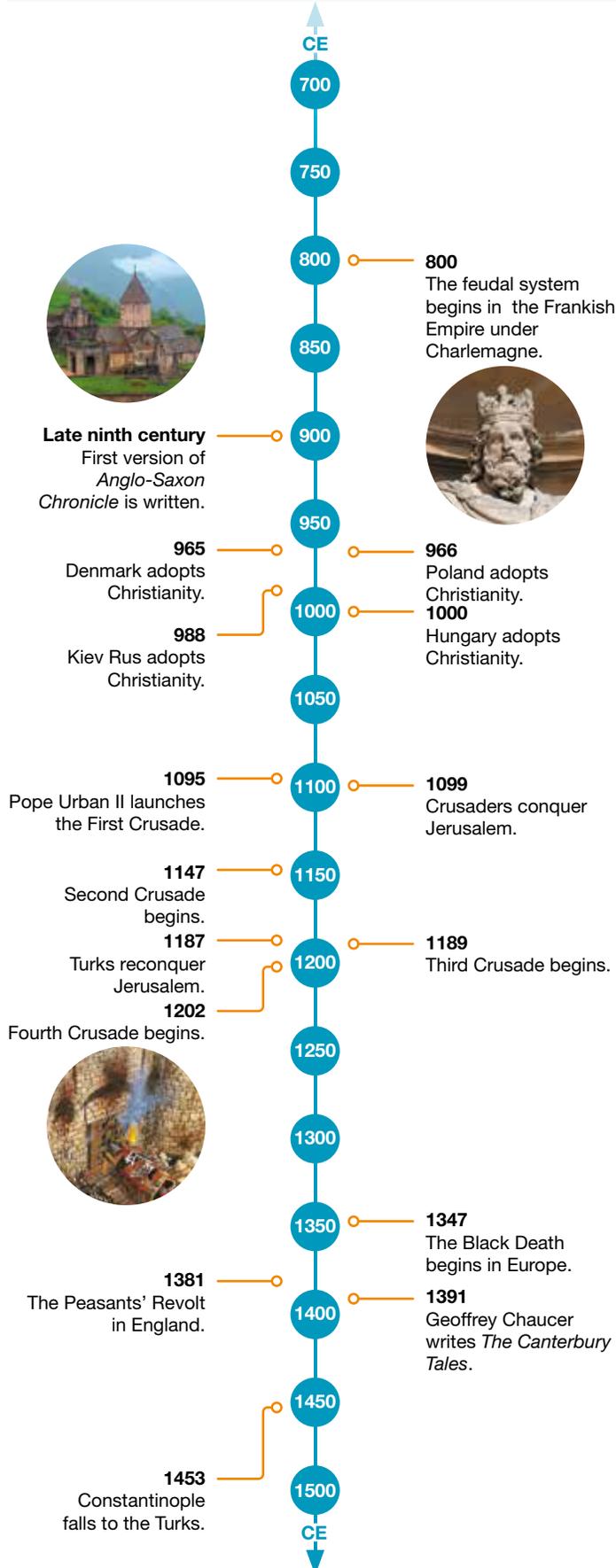
Many Australians follow the Christian or Islamic faiths. Both these major world religions expanded during the Middle Ages, and major conflicts involving these religions first emerged during this period. Modern nations such as France, Russia and England also emerged during the Middle Ages, and even the English language is a product of the Middle Ages; it did not exist before then.

Although we no longer have need of castles or knights on horseback, many traditions, events and entire nations today have their roots in the Middle Ages.

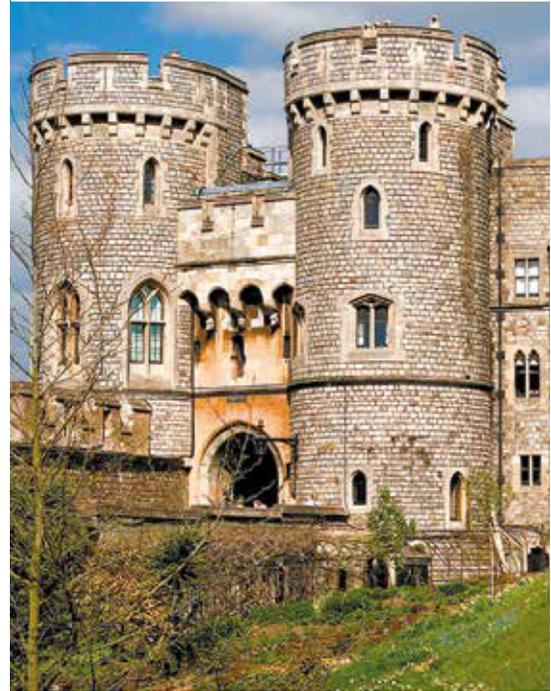
SOURCE 1 Illustration of pilgrims embarking on their journey in the Chaucer classic *The Canterbury Tales*.



SOURCE 2 A timeline of major events in medieval Europe



SOURCE 3 Windsor Castle dates back to the eleventh century. It is one of the homes of Australia's monarch, Queen Elizabeth II, whose position dates back to medieval times.



Big questions

As you work through this topic, look for information that will help you to answer these questions.

1. How was society organised during the Middle Ages?
2. How did society in the Middle Ages differ from our own?
3. What sorts of powers did rulers have during the Middle Ages?
4. What types of technology existed during the Middle Ages?
5. What was everyday life like during the Middle Ages?

Starter questions

1. What does the term 'Middle Ages' mean?
2. What sort of building is a castle? Describe what it looks like.
3. Think of a film you have seen that was set in the Middle Ages. What was the film about, and what impression did it give you of the Middle Ages?
4. When did the Late Middle Ages come to an end? How many years ago was this?
5. What are some of the conveniences we have today that people in the Middle Ages did not have?

4.2 How do we know about medieval Europe?

4.2.1 Artwork and written sources

Artwork

How do we know about life in medieval Europe? There are many different types of evidence that provide historians with information. These include artwork, written sources and artefacts, monuments and buildings.

Illuminations like the one in **Source 1** help us imagine what life was like. In the foreground, peasants can be seen engaged in various activities on a farm. Many illuminations show scenes of village life, with peasants tending their crops and livestock. For the illustrator, such a scene would have been commonplace, because 90 per cent or more of the medieval population were peasants.

Written sources

Many stories and poems have survived over the centuries and give us more information. One of the most famous examples is a collection of stories and poems by Geoffrey Chaucer. It is called *The Canterbury Tales*, and was written about 1391. This book examines medieval English society — even the titles of the tales show the types of jobs the people of medieval England had. For example, some stories are ‘The Miller’s Tale’, ‘The Knight’s Tale’, ‘The **Reeve’s** Tale’, ‘The Monk’s Tale’, ‘The **Franklin’s** Tale’ and ‘The Squire’s Tale’.

Official records also help to give us information about the Middle Ages. For example, William the Conqueror carried out a stock-take of all property in England in the late eleventh century. This record is called the *Domesday Book*.

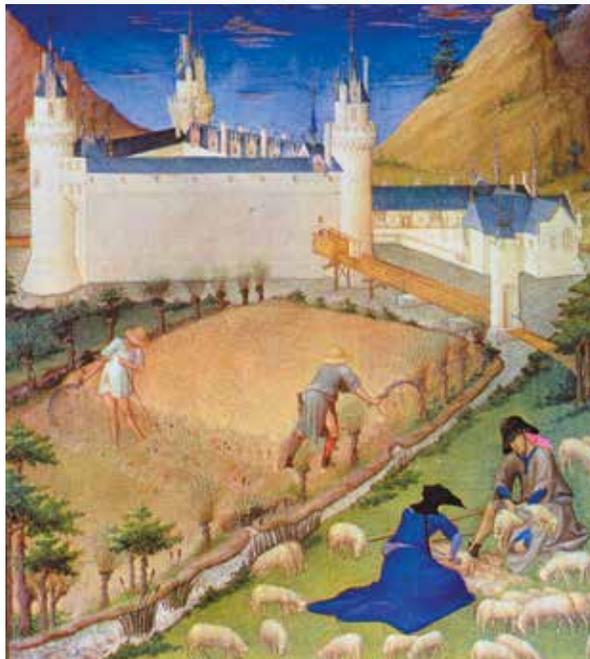
4.2.2 Artefacts, monuments and buildings

How do we know about life in medieval Europe? There are many different types of evidence that provide historians with information. These include artwork, written sources and artefacts, monuments and buildings.

Artefacts, monuments and buildings that have survived from the Middle Ages can be valuable sources of information. Artefacts include all types of items, such as coins, armour, weapons, utensils, tools and goblets. Artefacts made of durable metal like silver, gold and bronze are more common than garments and timber and iron materials, which tend to rust or rot away. To understand what such materials may have looked like, historians rely on written and pictorial records.

All sorts of buildings have survived from the Middle Ages: some cottages, churches, monasteries, **tithe barns**, castles and manor houses still exist. The cottage in **Source 2** is made of **thatch** and stone. Although it would have been frequently renovated (for example, thatch needs to be replaced every 20 to 30 years), it is a good example of a peasant’s cottage from the fourteenth century. Compare this to **Source 3**, Dover Castle, which was clearly intended for a class of people far wealthier and more powerful than peasants. The history of its site goes back to pre-Roman times. However, its present appearance began to take shape under King Henry II in the late twelfth century. Castles like Dover help historians understand how such buildings were used both as military fortresses and homes for rich owners and their supporters. Comparing cottages and castles also gives us an idea about the class differences between the peasants and their rich and powerful rulers. Even buildings that are now ruins may give us clues about what life in the Middle Ages.

SOURCE 1 Peasants working in the fields. From a French calendar illumination by the Limbourg Brothers, c. 1415



SOURCE 2 These reconstructed cottages date back to the fourteenth century.



SOURCE 3 Dover castle in Kent, England. It was built in the eleventh and twelfth centuries.



4.2 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. How many years ago was *The Canterbury Tales* written? How do you think the English language has changed since then?
2. Use the **Source 2** timeline in subtopic 4.1 to list two other events that occurred in the same century as the one in which *The Canterbury Tales* was written.
3. What is another term, also starting with the letter 'M', that means 'of the Middle Ages'?
4. Under which English king did Dover Castle begin to take its present form?

Apply your understanding

5. Examine **Source 1**.
 - (a) Describe the work being performed by each of the peasants in this scene.
 - (b) In what ways might the lives of these peasants have been different from the lives of the occupants of the castle in the background?
6. How do **Sources 1, 2** and **3** help us learn about what life in medieval Europe was like?
7. Many villages, like the one shown in **Source 3**, still exist in England today. What aspects would be different about them now?
8. **Sources 2** and **3** are both dwellings. Both come from the same country and from the same period. Why, then, are they so different from one another?

4.3 The impact of the 'barbarian' invasions

4.3.1 The Dark Ages

The term 'Dark Ages' is sometimes used to describe the Early Middle Ages; that is, the period in Europe from the fall of the Roman Empire in 476 CE to about 1000 CE. It was a time when some believed the 'light' of Rome was extinguished and Europe was plunged into 'darkness' and chaos, until it began to advance its knowledge and learning in a time known as the Renaissance. Many historians and archaeologists now avoid use of the term 'Dark Ages' as they believe it downplays the significance of the period and undervalues the achievements of the societies of the time.

SOURCE 1 Map of the 'barbarian' invasions of the Roman Empire showing the major incursions from 100 to 500 CE.



DID YOU KNOW?

The term 'Dark Ages' was originally used by the Italian scholar Petrarch in the 1330s. He was describing what he considered to be the poor quality of literature coming from Europe in the period following the fall of Rome.

The 'barbarians'

Romans called all those from beyond the borders of the empire 'barbarians', from a Greek word meaning foreigners. Barbarians were thought to be uncivilised because of their different culture and customs. For a number of reasons, these barbarians were still able to defeat and overthrow the Roman Empire.

4.3.2 The fall of Rome

Historians have various hypotheses to explain the fall of Rome:

- The empire was simply too big to survive.
- The Roman population was declining.
- The Roman legions increasingly enlisted ‘barbarians’, whose loyalty could no longer be taken for granted.
- The adoption of Christianity as the official religion of the empire blunted their desire to conquer.
- Infighting and civil war weakened the empire.

The collapse may have been due to a combination of these or other factors. Whatever the cause, the last Roman emperor, Romulus Augustulus, was **deposed** in 476 CE.

Not all of the Roman Empire was lost, though. In 395 CE the empire had split and the eastern part became known as the Byzantine Empire. Its capital was the city of Constantinople (modern-day Istanbul in Turkey). The Byzantine Empire lasted another thousand years until it was conquered by the Turks in 1453 CE.

Many kingdoms emerged to fill the vacuum left by the fall of the Western Roman Empire. At different times, Huns, Goths, Vandals and other groups that had challenged Rome established empires of their own. However, beset by internal divisions or invasions, most of these kingdoms did not last.

SOURCE 2 A map of Europe in 500 CE



Consequences

The Dark Ages were a time of great instability. The security provided by Roman control was gone. These were times of great violence. To educated people it seemed that ignorance and backwardness had triumphed over learning and order. Grand Roman buildings, roads and aqueducts were destroyed or abandoned. Migrations of peoples from various lands led to further conflict. Because few could speak or read Latin, the great Roman works of literature were no longer widely read, and many were lost.

Contributions

We now recognise, however, that important changes were taking place during this period, with new social systems and cultures emerging. Feudalism is an example of one such system. Many Roman customs and legal principles survived because the new rulers came to see the benefits such laws gave them and their people. Charlemagne was one ruler whose achievements were far greater than those of a mere warlord. As king of the **Franks**, he encouraged the arts and learning. Under his rule, monasteries became centres of learning. The English king Alfred the Great is another great ruler from this time. Some Early Middle Age societies, such as the Vikings, had political systems that had no place for kings or dictators; some historians see in these systems the beginnings of modern democratic principles.

Contrary to the views of Petrarch, great works of literature containing magnificent artwork were created in these years. The *Anglo-Saxon Chronicle*, which documents the early history of England, was written in the time of King Alfred. The beautifully illuminated *Book of Kells*, featuring the four Christian gospels written in Latin, was created during the eighth century; it is on public display in Dublin today.

SOURCE 3 Alfred the Great, as depicted in a twentieth-century stained glass window at St Bartholomew's Church



SOURCE 4 An image from the *Book of Kells* showing Mary with the baby Jesus



4.3 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. What is meant by the term 'Dark Ages'?
2. Who or what was a 'barbarian'?
3. Outline three reasons why some consider the period from 500 CE to 1000 CE to be a 'dark age', and give three reasons why some believe this to be an inaccurate description.

Apply your understanding

4. The map in **Source 2** shows the kingdoms and empires that rose after the fall of the Roman Empire. Which of these kingdoms or empires appears to be the largest?
5. **Source 3** shows Alfred the Great holding two objects. What are these objects, and what might this depiction tell us about his accomplishments?
6. Examine **Source 4**. Artworks such as this, drawn by hand, would have taken a very long time to create. These books were created by monks who devoted their lives to this work. What conclusions can we draw about these monks? What does it tell us about the importance of religion to these people?

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Complete this digital doc: Worksheet 4.1: The Dark Ages

4.4 Early medieval Christianity

4.4.1 The power of the Pope

Christianity stemmed from the Jewish religion in the first century CE. After becoming the official religion of the Roman Empire it spread throughout Europe. Following the fall of Rome, it became entrenched as the principal religion across Europe. For many reasons, cultures turned away from their traditional belief systems and adopted Christianity.

The Pope is the head of the Catholic Church. After the fall of the Western Roman Empire, the power and authority of the Pope increased; he became a unifying figure. Based in Rome, the Pope made a powerful ally in political disputes. Papal support gave a leader both political prestige and moral authority.

The Pope became far more powerful than any other Christian bishop for several reasons. He was able to claim authority based on St Peter's decision to lead the Christian Church from Rome. St Peter and St Paul, two early Christian leaders, were **martyred** in Rome, and this gave the city particular religious significance. Strategic political alliances with rulers such as Charlemagne also saw papal power and importance rise.

4.4.2 Monks and monasteries

An important feature of early Christianity was the role of monks and monasteries. A monk was a man who chose to withdraw from society in order to live according to strict Christian principles. Communities of monks were formed, with rules governing every aspect of their lives in order to ensure their obedience to God. These communities of monks lived in monasteries. Many monasteries were built in isolated places, both for their protection and to free them from worldly distractions and influences.

Some monasteries, however, played important roles in the community. Many had schools attached to them. Some had markets where fairs were held. Justice and law was dispensed by the abbot in the towns that developed around the monasteries. People gave money to the monasteries in the belief that this would

please God. Sometimes people were forced to pay taxes to the monastery for the use of their land or to sell produce in the markets. This made some monasteries very rich and powerful.

SOURCE 1 A stone cross on Skellig Michael in Ireland. The monastery, on a small island off the west coast of Ireland, was built in the seventh century.



SOURCE 2 A ninth-century monastery in Tatev, Armenia



DID YOU KNOW?

Pope Leo I personally met the barbarian invader Attila the Hun in 452 CE outside the walls of Rome. Attila, known as the 'Scourge of God', had ravaged Europe, invaded Italy and was set on sacking the city. No-one knows what was said during the meeting, but Attila withdrew his forces and Rome was saved.

4.4.3 Education, health and superstition

Education and health

The Church was one of the few sources of education during this period. Most schools were run by the Church; they represented the only educational opportunities for most people (see **Source 3**). Similarly, most hospitals were attached to monasteries. The Church was often the only place the poor could turn to for help or welfare.

Superstition

Despite its position of authority, there was still much ignorance in the Church and in society's perception of the Church. Medical knowledge was scant and often based on **superstition** rather than science. For example, the monks believed that a person could be saved from disease only through the intervention of God. Often they would pray to the saints or use **holy relics** to treat people rather than apply practical medicine.

SOURCE 3 A thirteenth-century illustration showing a boy being brought by his parents to a monastic school



SOURCE 4 In this medieval illustration a sick man is cured through the power of prayer.



4.4 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Who or what were the following?
 - (a) The Pope
 - (b) Monks
 - (c) Monasteries
2. Outline two important contributions of the Church to the lives of people in early medieval times.

Apply your understanding

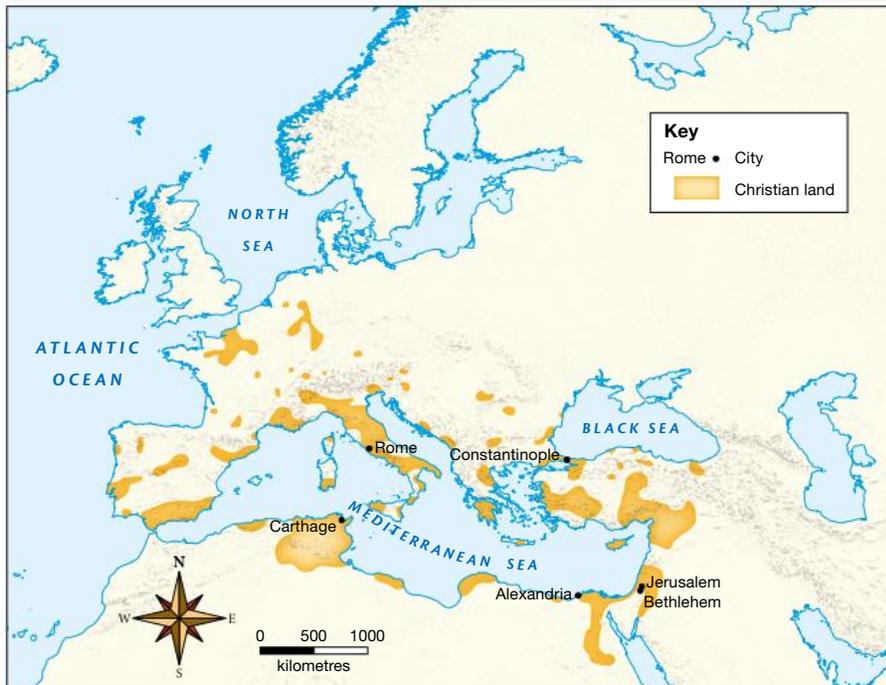
3. Look at **Source 2**. Apart from being a place to live, does this monastery look as though it had other purposes? Explain.
4. Examine **Sources 3** and **4**. What conclusions can you draw about the Church and its importance to people of the time?
5. Using software such as Google Earth, locate Skellig Michael in Ireland (see **Source 1**). Why might monks have chosen to construct a monastery in this location?
6. Using the internet and the library, investigate the importance of Christian relics. Can you find examples of religious relics that still exist today?

4.5 Spreading Christianity in the Early Middle Ages

4.5.1 Conversion of an empire

For many reasons, the Early Middle Ages proved to be fertile ground for two of the world's great religions – Christianity and Islam. How did these two religions grow so quickly? In this subtopic, we will explore the role **missionaries** played in the spread of Christianity.

SOURCE 1 Map showing the spread of Christianity in the Roman Empire by 400 CE



SOURCE 2 A map showing the spread of Christianity by 1000 CE as well as important medieval sites



The Roman Empire was the dominant power in Europe during the time of Jesus and in the first centuries of Christianity. Rome, the centre of the empire, also became the centre of the Church. When the apostle Peter (whom some historians consider to have been the first Pope) was executed in Rome, his tomb became an important site for Christian worship.

However, Christians also suffered **persecution** in Rome. Emperor Nero, for example, blamed the Great Fire of Rome in 64 CE on Christians, unleashing a brutal campaign of persecution. It was not until Emperor Constantine took control of Rome in 306 CE that the persecution of Christians ended. Constantine encouraged religious tolerance and himself converted to Christianity.

DID YOU KNOW?

Emperor Constantine's mother was Christian. It is said that on the eve of the Battle of the Milvian Bridge, she encouraged her son to pray to the god of the Christians and to paint the Christian symbol of the cross on the shield of every soldier. Constantine did as his mother asked. When the army of Constantine was victorious he began to worship the Christian god. He started the process of converting the empire to Christianity.

4.5.2 The work of missionaries

The spread of Christianity during the Early Middle Ages was in large part due to the work of missionaries. These were committed Christians, usually men, who took the message of Christianity to the **pagan** foreign tribes. They were usually most successful when they were able to convert the king, who would then ensure his followers converted. A notable example of this occurred when Clovis, king of the Franks, converted in 496 CE and began the task of converting the Frankish kingdom to Christianity.

Many missionaries were declared to be **saints** by the Church in recognition of their efforts. Famous missionaries include:

- St Patrick, the patron saint of Ireland, who lived in the fifth century
- St David, who introduced Christianity to Wales in 550 CE
- St Columba, who began the conversion of the Picts in Scotland in 563 CE
- St Augustine, who converted King Ethelbert of Kent in 600 CE, leading to Christianity becoming the primary religion of England
- St Ansgar, who introduced Christianity to Sweden in 829 CE. Some historians argue that Christianity played an important role in ending the Viking raids.

SOURCE 3 Saint Patrick driving the snakes from Ireland



DID YOU KNOW?

Many stories were told about the saints and their ability to perform **miracles**. For instance, it was said that there are no snakes in Ireland because St Patrick stood on a hill and used his staff to drive all the snakes into the sea. Although we now know this story to be untrue, at the time it was used to impress superstitious and uneducated people.

4.5 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Explain what is meant by the term 'missionary'.
2. Name three Christian missionaries, and state which people they converted to Christianity.
3. Why do you think it was important for a missionary to convert the king or ruler of a people?

Apply your understanding

4. Using **Sources 1** and **2**, briefly describe the spread of Christianity from its beginnings to 1000 CE.
5. You have read the story of St Patrick and the snakes of Ireland. Use the internet and your library to find another story of a saint performing a miracle. Explain how this story would persuade people to convert to Christianity.

4.6 The feudal system

4.6.1 Feudalism

In 800 CE Charlemagne, king of the Franks, gave land to churchmen and wealthy families in return for their support in running the empire. This method of ordering society is called feudalism. Although Charlemagne's feudal system was based on practices that had existed for centuries, it is in this period that strong evidence first identifies a clear feudal system in Europe. It took hundreds of years for feudalism to spread. Some European countries never adopted the system, and some Asian societies, such as Japan, developed their own particular feudal system.

4.6.2 The feudal kingdom

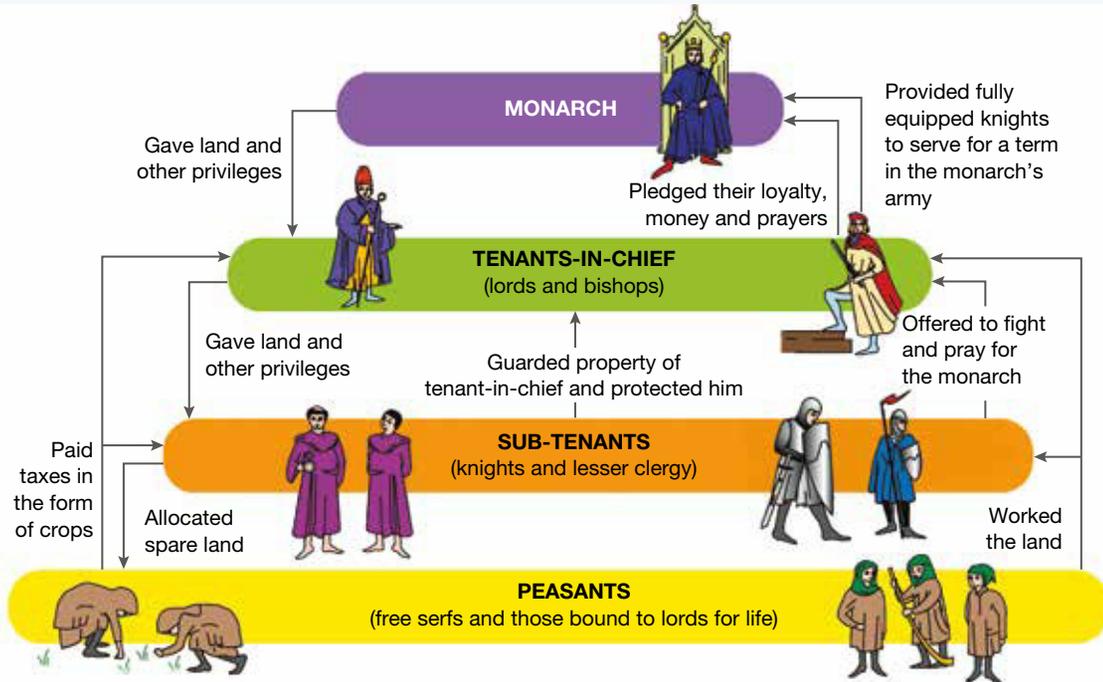
There were few cities or towns in early medieval Europe. Most communities were based around small villages. Most people who lived in the villages were peasants – poor farmers who worked the surrounding land. Most of the wealth therefore came from the produce generated by the peasants, who were by far the biggest social class and made up about 90 per cent of the population.

Under **feudalism**, the monarch was the owner of all land in a kingdom. The next most powerful class consisted of feudal **lords**, who were the big landowning nobles. In return for the right to land and control over peasants who worked it, these nobles (or tenants-in-chief) were required to give the king their loyalty, fight for him in wars and provide him with a proportion of taxes collected from the peasants. Below the nobles were the knights (or sub-tenants). In return for land, they gave loyalty to their lord, fought for him and provided him with taxes from their peasants.

SOURCE 1 A statue of Charlemagne that stands in Paris. Charlemagne bears the traditional symbols of a medieval European king: **orb**, sceptre and crown.



SOURCE 2 How society in Europe was organised under the feudal system



The monarch also gave land to the **clergy**. In western European countries such as England, the clergy swore loyalty to the Pope in Rome over their king. However, they also supported the feudal system by accepting the monarch and the lord as God's earthly representatives. Well-educated clerical advisers were often assigned to the king's service and helped keep social order.

SOURCE 3 Medieval farmers had nothing like the huge mechanical harvesters farmers use today to harvest wheat. They used curved blades called sickles and long-handled scythes. It was back-breaking work, as it took a long time to harvest a field of grain by hand.



SOURCE 4 An oath taken in 1127 by knights and clergy to serve William, Count of Flanders, at Bruges, Belgium. The bond between them was sealed when William touched each man with a **sceptre** at the end of the ceremony.

I promise by my faith that from this time forward I will be faithful to Count William and will maintain towards him my **homage** entirely against every man, in good faith and without deception.

4.6.3 Maintaining the social order

Feudalism was an effective way to tax the peasants and maintain social order. Sometimes, however, the monarch came into conflict with the clergy when his interests ran against those of the Pope. Lords might also band together and overthrow the monarch they had pledged to support.

Rebellion by the peasants could threaten both king and nobles, but it happened rarely. One of the most serious occasions was the Peasants' Revolt in England in 1381, when the king, Richard II, was himself besieged by armed peasants. However, neither this nor any other peasant revolt during the Middle Ages succeeded in overthrowing the Crown.

Towards the end of the Middle Ages, towns and cities based on trade began to grow. The rich merchants who ran them could afford to defy or ignore the king and his lords. They could even afford to hire their own knights to protect their interests.

4.6 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. When is it believed that Charlemagne introduced the principles of the feudal system to his empire?
2. Under feudalism, who was the ruler and owner of the land?
3. Under feudalism, who were the tenants-in-chief?
4. Apart from the king, to whom did the clergy swear loyalty?
5. Which serious revolt broke out in England in 1381?
6. List three essential elements of a feudal society. These may be physical constructions, social classifications or ways of thinking.
7. How many years ago was feudalism introduced if it began about 800 CE?

Apply your understanding

8. The oath-taking ceremony described in **Source 4** seems very formal. Why would people have sworn an oath to their lord? Do similar oath-taking ceremonies occur in modern times? List some examples.
9. Using the diagram in **Source 2**, explain in a paragraph how the monarch received support from his subjects and what these subjects were given in return.
10. Use the internet and your library to make a list of four primary sources showing medieval farmers doing the kind of work shown in **Source 3**. It may be any kind of farming or domestic activity. Describe the activity and quote the source.
11. Charlemagne's sceptre, orb and crown are shown in **Source 1**. A monarch does not wear or carry around these objects all the time. Use the internet and your library to find out about the crowns, orb and sceptre used specifically by Australia's head of state, Elizabeth II.
 - (a) When does she use these objects?
 - (b) In the case of the sceptre and orb, does she hold them? Explain.
 - (c) What materials were used in the making of her crowns, sceptre and orb?

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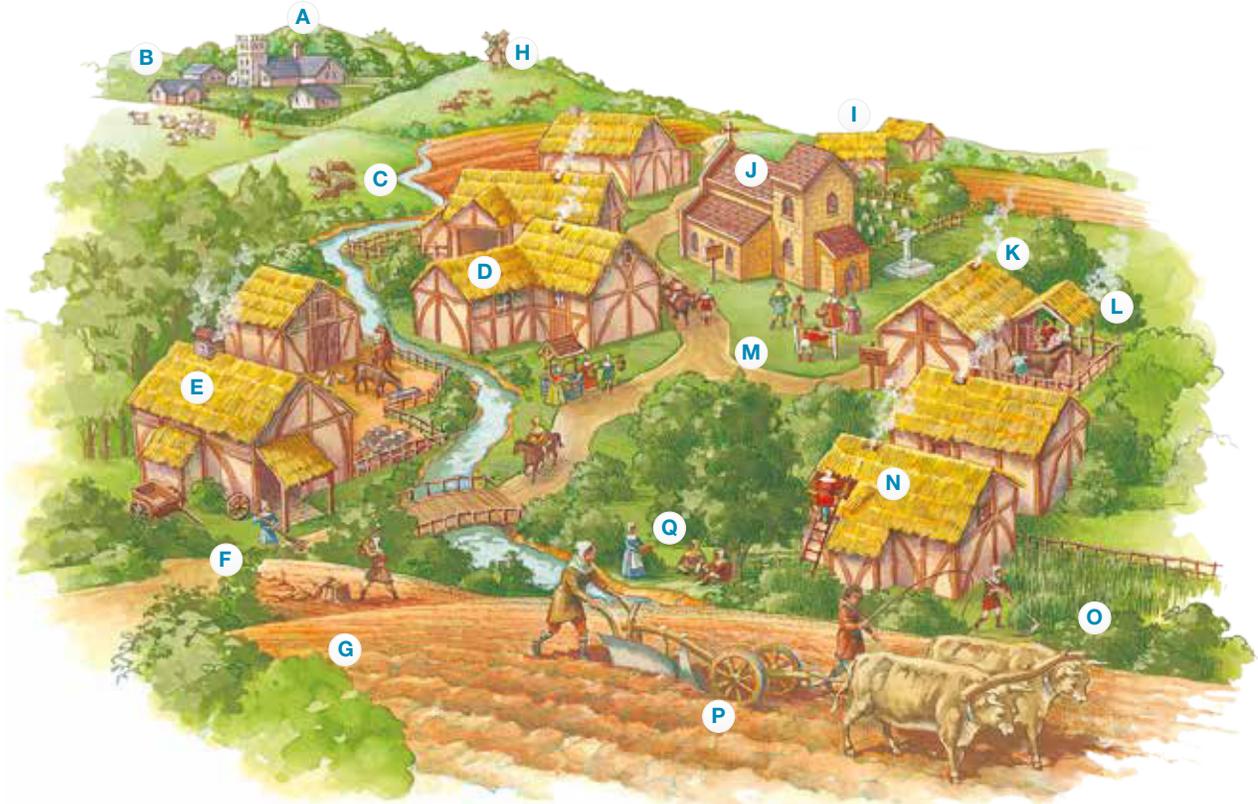
 Explore more with this weblink: The feudal system

4.7 Life on the manor

4.7.1 The manor

Quality of life in the Middle Ages depended largely on what position a person had in the feudal system. For the nobility, who had the luxury of wealth and servants, life was certainly more comfortable than for the peasants. Knights and barons enjoyed privileges befitting their rank; they could own several manors and lived off the taxes extracted from their peasants. The clergy led simple lives, forsaking possessions in the service of God. As the educated elite, they enjoyed the pursuit of scholarly learning in their monasteries. Although the clergy often engaged in the same kind of farm work as the peasants, many monasteries operated like manors, owning villages.

SOURCE 1 Life on a manor in the Middle Ages



- A** Lords often owned and operated grain mills. They kept a portion of all grain ground as tax. The lord lived in a castle or a manor house. The woods, and any game they contained, were the lord's property.
- B** The house of the steward — the lord's business manager — was surrounded by stables, barns, a bakehouse and a kitchen.
- C** Animals grazed on an open stretch of land called a common.
- D** The house of the bailiff, who collected taxes and ensured the steward's directions were carried out
- E** The house of the reeve, who supervised farm work carried out by serfs to ensure it was done properly
- F** Women were the property of their menfolk, and were married by about 14. They cooked, spun and weaved, and tended to the animals and the children.
- G** The three-field rotation system was introduced by the Anglo-Saxons. Crops were grown in two fields, with the third left to lie fallow (not used) so the soil could recover its nutrients. Fields being used were divided into strips, with different serfs working each strip. Crops were rotated to prevent the same nutrients in the soil always being used.
- H** The miller operated the mill, where grain such as wheat was ground into flour.
- I** Tithe barn, where peasants deposited one-tenth of all they produced for use by the church
- J** The church (and its grounds) was a central feature. People went to church regularly. It was also the place where they paid their tithes and often held their simple markets. The tithe was a tax given to the Church equal to one-tenth of what someone received, grew or raised.
- K** Serfs lived in simple wattle and daub huts with thatched roofs. A hole in the roof allowed smoke to escape from cooking fires. Windows had rough wooden shutters.
- L** As well as farming, some serfs also worked as blacksmiths and carpenters. They generally could not read or write, and had rough manners.
- M** A serf who had been punished by the reeve was placed in the pillory. This punishment instrument consisted of a wooden framework built on posts, with holes through which the victim's head and hands were placed and then locked.
- N** Thatchers wove thick bunches of straw, reeds and sticks together to form roofs of village houses.
- O** Scythes, sickles and rakes were used to harvest crops.
- P** A serf's most important tool was the heavy- wheeled plough.
- Q** Lunch for a serf might be coarse bread and vegetable soup, washed down with ale.

4.7.2 Men, women and children

Men

For the vast majority of peasant men, life was very hard. They endured a daily grind of farm work: clearing fields, harvesting, repairing buildings, sawing and chopping timber, and paying the tithe to the lord of the manor. Most men were uneducated and remained tied to the drudgery of peasant labour. Still, some boys

managed to receive formal education in monasteries. This might provide them with the opportunity to become a parish priest or to work in the manor in a bookkeeping role such as a bailiff or a steward.

Women

Medieval women, regardless of class, had few rights. Women from the nobility married as early as the age of twelve! Their marriage was arranged by the family. The aim was usually to gain political power or wealth for the girl's family. Her husband — and society in general — expected her to produce a male heir to continue the noble line of her husband. In an era of poor medical care, childbirth for women of any class was dangerous. It has been estimated that during the Middle Ages, one in five women died during childbirth. Although she looked after her husband's household and had some command over the servants, the noble woman could not own property, except as a widow.

Peasant women had even fewer rights. Peasant families generally were reluctant to allow their girls to marry as young as the noble girls. This was because children were an important source of labour. Peasant women did much the same farm labour as the men. On top of that, they had household duties such as preparing food and weaving clothes, and looking after the children and small livestock.

Children

Childhood as a time of play or schooling was almost non-existent. Children were regarded as sources of labour on the farm. At first it was helping the women with household chores, but fairly soon they could be expected to be sent out to the fields. Peasant children were educated in how to harvest a field, fix a thatched roof or milk a cow.

It appears that in medieval Europe, the period of growth now called adolescence was ignored. Children were treated as adults from the age of ten, because by then they could participate in the farm work. Boys generally married a little older than girls — when they were about 14. 'Teenagers' were isolated; as they did not go to school, they had few opportunities to mix with other people their own age.

SOURCE 2 A modern artist's reconstruction of a typical house of a poor peasant family in medieval times



SOURCE 3 Re-enactment of a medieval wedding in Bavaria, Germany



4.7 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. To which social class did most people belong in medieval Europe?
2. Why were noble women's marriages arranged for them by their family?
3. What property rights did a noble woman have compared with her husband?
4. Why did peasant children in medieval times have little opportunity to play?
5. List some of the jobs a child was expected to do.

Apply your understanding

6. Make a list of the work you can see people doing in **Source 1**.
7. Of the jobs you have listed, which ones would women and children have been able to do?
8. Examine **Source 1** and explain the roles of the reeve, steward and bailiff. Do you think women would have been allowed to do these jobs in medieval times? Explain.

4.8 The miller and the watermill

4.8.1 Millers, flour and mills

We have seen that, apart from nobles and the clergy, most people in medieval Europe were poor peasants who tilled the soil on estates that were owned by lords, knights and the Church. However, not all of the common people worked on the land. Some were skilled artisans such as carpenters, stone masons and blacksmiths. In fact, many surnames come from skilled trades that have existed for centuries. For example, you may know someone whose last name is Mason, Carpenter, Smith or Miller. Millers were among the most important of the medieval skilled craftsmen.

Millers were men who ground grain into flour so that people could bake bread and cakes. Bread, in particular, has made up much of the food consumed by peasants throughout history. In the Early Middle Ages, men and horses turned the heavy stones that were used to grind grain into flour. But by the eighth century, a new technology had developed to make the miller's work easier and to create flour much more efficiently. This new invention was the watermill. By 1085 CE, a survey ordered by King William I (also known as William the Conqueror) showed there were 5682 watermills operating in England.

SOURCE 1 From the prologue to *The Canterbury Tales* by Geoffrey Chaucer (c. 1391). This passage is written in Middle English, which is what the English language looked like in the Late Middle Ages. The same passage, and a little more, is translated into modern English prose and appears in **Source 2**.

The Miller was a stout carl, for the nones;
Ful big he was of braun, and eek of bones;
That proved wel, for over-al ther he cam,
At wrestling he wolde have alwey the ram.

SOURCE 2 A modern translation as well as other descriptions of the miller from *The Canterbury Tales*

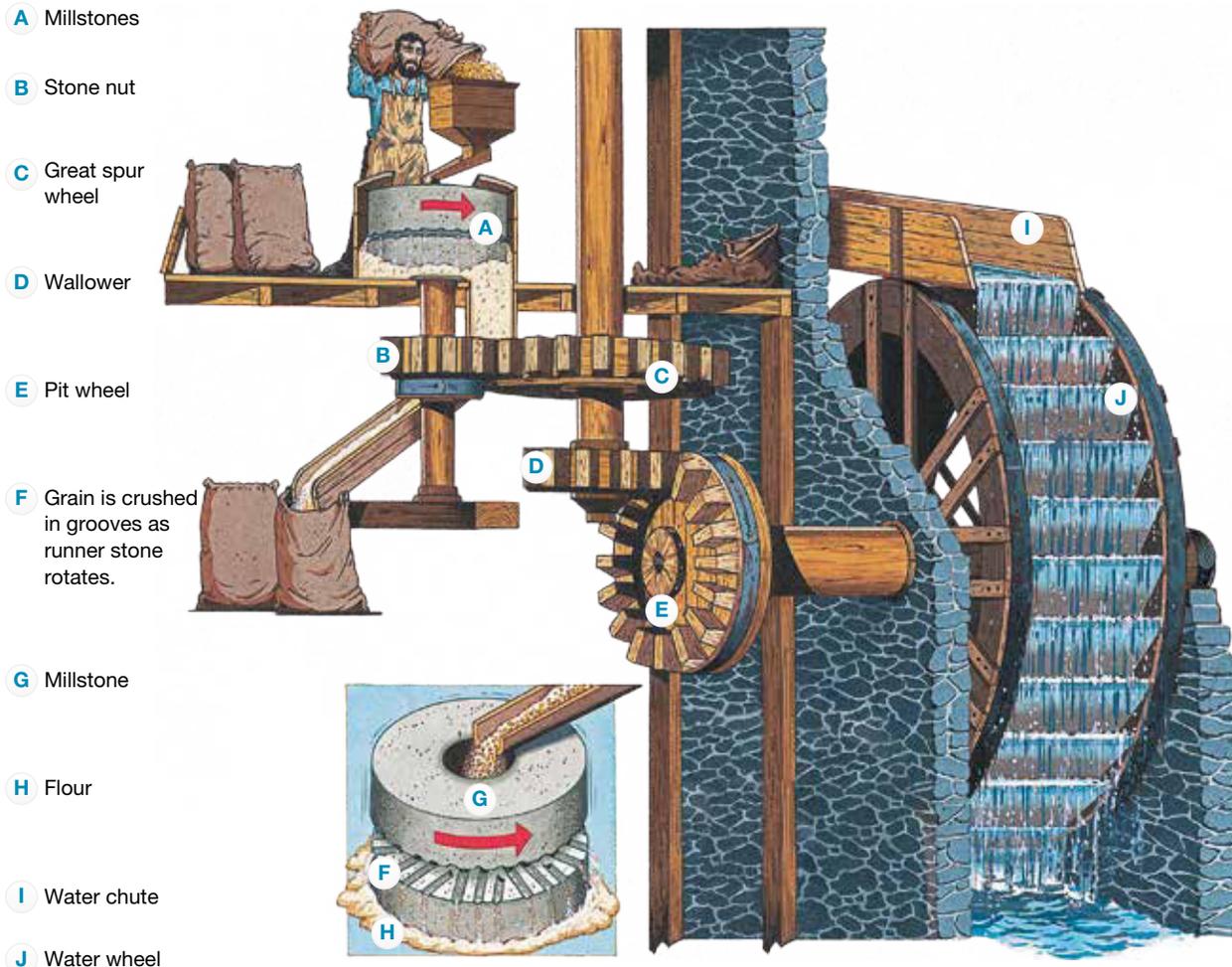
The miller was a burly fellow on this occasion. He had big muscles, and thick bones too. That proved handy because wherever he went he always won the prize ram at wrestling matches. He was short-shouldered and broad — a thickset brute. There was no door he couldn't heave off its hinges or break by running at it with his head. His beard was as red as any sow or fox, and broad, as though it were a spade. On the top of his nose he had a wart. A tuft of hairs, red as the bristle of a sow's ears, grew from it. His nostrils were black and wide. He bore a sword and **buckler** at his side. His mouth was as big as a great furnace.

4.8.2 Operating the watermill

A watermill had to be located beside a stream so that water from the stream could be diverted into a channel called a leat. The rim of the water wheel was designed to catch the water that was flowing through the leat so that the water wheel was always turning. The power generated by the water wheel was transferred through a series of toothed wheels. The last of these wheels turned the millstones that ground the grain (see **Source 3**). The millstones could turn at speeds of up to 120 times a minute, much faster than they could ever have been turned by people or even the strongest horses. The watermill could be stopped by closing a sluiceway to block the flow of the water.

Peasants would bring their harvested grain to the mill, which was usually owned by the lord of the manor. As can be seen in **Source 3**, the miller would lift great bags of grain on his powerful shoulders and empty them into a wooden container, which fed the grain between the turning millstones. After it was ground into flour, it would pour down into bags. In at least a few places in England, the watermill continued to be used until the early twentieth century.

SOURCE 3 A cross-section of a watermill, showing how it works



4.8 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. What is the main purpose of a mill?
2. What did you have to do to get a watermill working and how did you stop it?
3. How do we know that the mill was a common machine throughout England in the time of William the Conqueror?

Apply your understanding

4. How would the invention of the watermill have helped increase grain production in the Middle Ages?
5. What evidence is there in **Sources 1, 2 and 3** that the miller tended to be a strong man?
6. What else do **Sources 1 and 2** tell us about the miller, apart from the fact he was a strong man?
7. Using the cross-section shown in **Source 3**, write a description of how the watermill worked by explaining the role of the chutes and wheels.

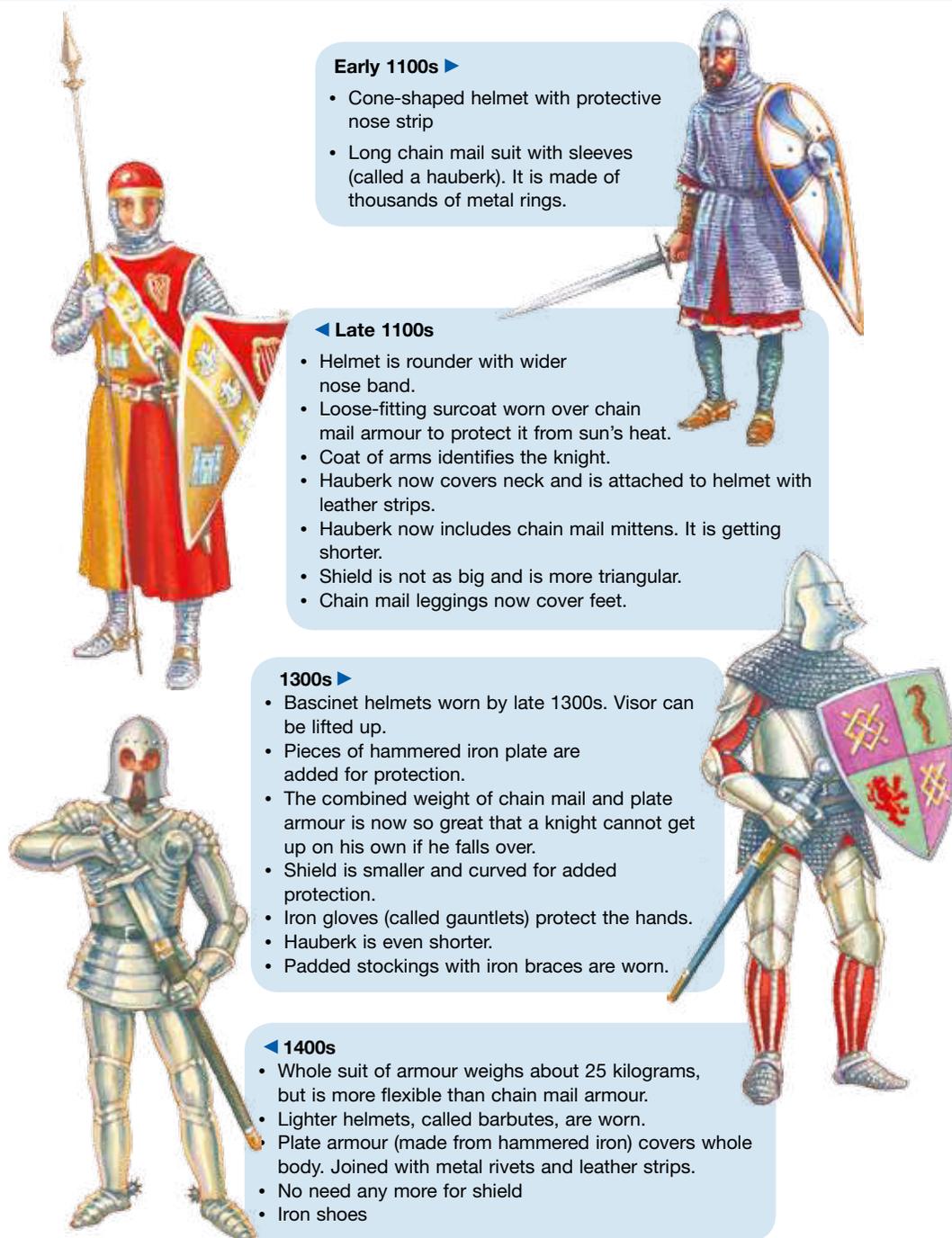
4.9 The knight

4.9.1 Knighthood

One of the most iconic images of the Middle Ages is that of the mounted warrior called the knight.

Why did the knight not appear until the Middle Ages? To move around on horseback in the middle of a battle, two important developments were needed: the **stirrup** and a heavier breed of horse capable of carrying a man in full armour. These developments emerged in the Early Middle Ages. The Battle of Hastings, fought in 1066 between Norman knights and English infantry, is one of the earliest recorded military engagements involving knights on horseback.

SOURCE 1 The development of the knight's armour



Early 1100s ▶

- Cone-shaped helmet with protective nose strip
- Long chain mail suit with sleeves (called a hauberk). It is made of thousands of metal rings.

◀ Late 1100s

- Helmet is rounder with wider nose band.
- Loose-fitting surcoat worn over chain mail armour to protect it from sun's heat.
- Coat of arms identifies the knight.
- Hauberk now covers neck and is attached to helmet with leather strips.
- Hauberk now includes chain mail mittens. It is getting shorter.
- Shield is not as big and is more triangular.
- Chain mail leggings now cover feet.

1300s ▶

- Bascinet helmets worn by late 1300s. Visor can be lifted up.
- Pieces of hammered iron plate are added for protection.
- The combined weight of chain mail and plate armour is now so great that a knight cannot get up on his own if he falls over.
- Shield is smaller and curved for added protection.
- Iron gloves (called gauntlets) protect the hands.
- Hauberk is even shorter.
- Padded stockings with iron braces are worn.

◀ 1400s

- Whole suit of armour weighs about 25 kilograms, but is more flexible than chain mail armour.
- Lighter helmets, called barbutes, are worn.
- Plate armour (made from hammered iron) covers whole body. Joined with metal rivets and leather strips.
- No need any more for shield
- Iron shoes

The knights at Hastings fought for their lord, William, **Duke of Normandy**. This feudal service to the lord or the king was an important aspect of knighthood. Generally, knights were wealthy themselves, as it was expensive to breed warhorses and own good armour. Some knights were poor, but these were monks who served the Church. The Church could afford to pay for their horses and armour.

4.9.2 Weapons and armour

As **Source 2** shows, a heavily armed warrior on horseback was meant to terrorise and destroy foot soldiers. The decapitated head at the bottom right of the panel demonstrates the effectiveness of a charging knight.

The knight used an arsenal of heavy iron weapons. Swords, **maces** and battle axes were common. However, the **lance** appears to have been the favoured weapon; it helped to put distance between the knight and the infantry soldier he was fighting. As a last resort, the knight's wooden shield could be used as a weapon — swiping at someone with its rim could cause severe wounds.

The armour was both heavy and awkward. The coats of mail worn by the fighters in **Source 2**, for example, could weigh over fifteen kilograms. It was no easy task wearing such a cumbersome outfit on horseback while fighting furiously in battle.

Jousting tournaments

In films and other popular media, knights are often seen charging at each other in sporting events called **jousts**. This type of sporting event actually did happen. It was no doubt a useful method of training. Unlike Roman gladiators, knights in jousts did not fight to the death. The lances were padded, but swords and other weapons were not, so it was still a violent sport with many accidental fatalities.

4.9.3 The fall of the knight

By the end of the Middle Ages, the knight's effectiveness as a warrior had diminished. By then, professional armies were forming. These were often made up of peasants who were properly trained to bring down a knight off his horse. Also, the development of firearms by the late Middle Ages proved too much for the knight's armour. And so the days of the knight were over.

SOURCE 2 A scene from the Bayeux Tapestry, dating from the late eleventh century. Norman knights on horseback are seen here attacking their English enemies at the Battle of Hastings in 1066.



SOURCE 3 The body armour of today. Modern riot squad police also often carry a perspex shield as protection from missiles such as rocks or home-made fire-bombs.



4.9 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. The knight could not have existed without two important developments. What were they?
2. Which individuals or institutions did the knight serve?
3. What was jousting?
4. Why did the knight's usefulness in battle decline at the end of the Middle Ages?

Apply your understanding

5. Using **Source 1**, write a paragraph describing how the knight's weapons and armour changed between the early 1100s and the 1400s. List at least four things that changed (this might include changes in function, appearance or shape).
6. Why do you think the shield disappeared as armour by the 1400s?
7. Why do you think weapons and armour changed over time? Think of things like protection and comfort.
8. Describe in a paragraph what is happening in **Source 2**. How would this source help the historian find out about the arms and armour of the medieval knight of the eleventh century?
9. Examine **Source 3**. In what ways are the riot squad police of today like the medieval knights? Modern armies, for the most part, do not use armour like the riot squad police. Can you guess why?
10. You are a medieval sports journalist. Write a three-paragraph report suitable for reading by a medieval audience. You should use the internet and your library to research the organisation and rules of jousting.

4.10 Medieval warfare

4.10.1 Medieval weapons

Many destructive wars were fought during the Middle Ages. However, nothing like today's firepower existed in medieval times. The destruction wreaked by two atomic bombs dropped on the Japanese cities of Hiroshima and Nagasaki show what modern technology is capable of. In medieval Europe, wars were fought literally through clash of arms — with swords and axes and maces. Arrows and rocks, rather than bullets, were the main missiles. Still, even in the Middle Ages, there were instances of large-scale massacres. The knights shown in **Source 2** slaughtered thousands of Turks when they took the city of Antioch. Later in this topic, you will read about the Tartars using **trebuchets** like the one shown in **Source 1** to fling disease-ravaged bodies over the walls of the city of Caffa. This allowed them to kill many people with sickness.

SOURCE 1 The trebuchet was a kind of giant slingshot designed for hurling rocks at enemy armies and fortresses. Sometimes other missiles were used, including dead animals and slain enemies, with the twin aims of demoralising the enemy and spreading disease among the besieged population.



The invention of gunpowder, originally from China, changed the way battles were fought. In Europe, guns and cannons were developed from the early fourteenth century. Medieval guns were at first ineffectual, being very slow to load, inaccurate and liable to blow up. Archers with longbows and crossbows were more effective. But by the end of the fifteenth century, gun technology had improved.

SOURCE 2 A medieval illumination showing the siege of Antioch in 1098. The knights in this illumination resemble the soldiers from two centuries after the event depicted. In some ways, this would be like depicting a soldier from colonial Australia as a modern Australian infantry soldier. Medieval artists were not historians, and they often painted historical scenes as if the event was happening in their own time.



4.10.2 Blood on the battlefield

Medieval battles would have been terrifying experiences. Anyone observing a battle from a short distance would have heard yelling, screaming and the clash of steel on shields. This would have been noisy in the thick of battle, but from a distance it would not have been very loud. This is because modern **artillery** did not exist to create ear-splitting noise.

Fighting hand-to-hand, medieval armies tended to battle in tightly-grouped formations. One side would push against the other. Infantry stabbed and slashed each other with swords, axes, **pikes**, maces and even farming tools. It was the job of mounted knights to charge such formations and try to break them up, as depicted in **Source 2** in subtopic 4.9.

The bloodshed was horrific. Limbs and heads were chopped off, and brains and guts were strewn across the battlefield. The tight formations meant that soldiers were likely to stumble over the dead and the dying. By the end of the battle, which did not usually last more than an hour, the battlefield was covered with gore and blood. The ground would be littered with the bodies of both men and horses.

SOURCE 3 From a chronicle describing the Battle of Bannockburn in 1314, when the Scottish rebel leader Robert the Bruce defeated the English, who sought to control Scotland. Robert became King Robert I of Scotland.

The two hosts [English and Scottish armies] came together, and the great steeds of the [English] knights dashed into the Scottish pikes as into a thick wood; there arose a great and horrible crash from rending [splitting] lances and dying horses, and they stood locked together ...

SOURCE 4 From *The History of the Art of War in the Middle Ages* by C. Oman, published in 1924. The battle described here is between Swiss and German infantry.

The two bristling lines of pikes crossed, and the leading files were thrust upon each other's weapons by the irresistible pressure from behind. Often the whole front rank of each **phalanx** went down in the first onset, but their comrades stepped forward over their bodies to continue the fight.

For those who died, there were no war cemeteries and no pensions for their wives and children. Nor were there any entitlements for disabled veterans. A beggar's bowl was often the only means of survival for the medieval common soldier who was crippled fighting for his lord or king.

4.10 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Why were guns not as popular as longbows and crossbows during the Middle Ages?
2. List three weapons used by fighters in a medieval battle.
3. Name one way a medieval battle differed from a modern-day battle.
4. What often happened to soldiers who were permanently injured during battle?

Apply your understanding

5. Study **Sources 2, 3** and **4**. What can you tell from each of these source about:
 - (a) the effectiveness of pikes in battles
 - (b) the risks to horses in battle
 - (c) the tight formations in which medieval battles were fought
 - (d) the reasons for high casualties in the front ranks?
6. Using the internet or your library, research the trebuchet, as shown in **Source 1**. Describe how it operated and whom or what it could be used against.
7. Design a poster, web page or PowerPoint presentation that explains the most important weapons used in the Middle Ages.

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Complete this digital doc: Worksheet 4.2: Stand up and fight

4.11 Castles

4.11.1 Building a castle

During medieval times, castles were built to protect the monarch or lord's land. They had many features, such as high walls, that made it very difficult for enemies to invade. However, if conquered, castles could then be used by invaders to help control the land they had taken. Castle walls were so effective in the Middle Ages that they were even built around some towns and cities.

Building a castle

The first castles appeared in the eleventh century. They were usually made from timber and sat on a high mound called a *motte*, which was surrounded by a ditch. If the castle was near a river, the ditch could be filled with water to create a **moat**. The innermost tower was called the **keep**. **Palisades** and walls called *baileys* protected the keep. By the end of the eleventh century, timber was replaced with more durable material such as stone or brick.

The easiest place to build a castle was on flat ground. However, castles were often built on hills or cliffs. High positions enabled castle occupants to look out over and control the surrounding countryside. Such positions were also easier to defend because attackers had to advance uphill. There were also great advantages in building castles on islands in rivers or lakes. Castles were built along the Rhine River in Germany to force merchants transporting goods along the river to pay taxes. Such positions also ensured a supply of water to fill a castle's moat and for drinking during long sieges.

SOURCE 1 The ruins of Corfe Castle, in Dorset, England. The square tower is a Norman keep. The destruction was the result of cannon fire during the English Civil War in the mid-seventeenth century.



4.11.2 Attacking a castle

Attacking a castle was no easy task. As their design became more sophisticated, more features were added. For example, **concentric curtain walls** meant that attackers who broke through one wall were faced with another and were trapped in the space between them. Marienburg Castle in modern-day Poland had five curtain walls. Drawbridges could be lifted above the moat, blocking access to the main gate. All manner of missiles could be launched at attackers, including arrows and rocks. Even boiling oil could be tipped through 'murderholes' in the roof of the gatehouse surrounding the main entrance. In turn, attackers responded by using siege engines, including battering rams and hide-covered siege-towers on wheels. It was not unusual for a siege to last many months. Defenders kept an ample supply of food in the castle keep and sunk wells in the inner courtyard to ensure a protected water supply.

SOURCE 2 A castle under siege



- A** The gatehouse was heavily defended. If attackers got in, defenders could shower them with rocks, red-hot sand or boiling water through a hole in the ceiling (called a murderhole).
- B** A battering ram made of a huge, often reinforced timber beam would be driven against a castle gate or lower wall to try to break through.
- C** Battlements lined the top of castle walls.
- D** A castle was often surrounded by a ditch, sometimes filled with sharpened stakes (palisade) or water.
- E** Sometimes castle walls sloped outwards at the base. This added strength to the walls and reduced the effectiveness of battering rams.
- F** Missiles could be dropped on attackers through holes in the floor of the battlements known as machicolations.
- G** The trebuchet, introduced to Europe from the Arab world, was a type of counterweighted catapult. It was used to hurl huge rocks weighing up to 90 kg against castle walls, and to toss rotting animal bodies over the walls.
- H** The ballista was a giant crossbow that fired flaming bolts over castle walls.
- I** A mangonel was a type of catapult used to hurl smaller objects (e.g. heads, smaller rocks or piles of dung) over castle walls.

4.11.3 A lord's home is his castle

The castle may have been a fortress, but it was also a home. A castle was usually owned by a lord or the Church. It had all the requirements of a fortress, such as troop quarters, stables and an armoury. However, if owned by a lord, it also had facilities for the comfort of his family.

By the end of the Middle Ages, castles were no longer as effective or desirable. The feudal system, which until then had encouraged the lord to show his strength by having a castle, was fading. Also, developments in the cannon meant that castle walls could no longer protect against invading armies.

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Complete this digital doc: Worksheet 4.3: My home is my castle



Explore more with these weblinks: Parts of a castle, Attack and defend

4.11 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Give two reasons why castles were built.
2. What were early castles built of?
3. Why were castles often built on a steep hill?
4. Why did some castles have a series of concentric curtain walls surrounding the keep?
5. What was a 'murderhole' used for?

Apply your understanding

6. Study **Source 2**. Which features of the castle and its defenders would be most effective in holding back the attack? Which methods of attack appear to be most effective? Give reasons for your answers.
7. In **Source 2**, how likely do you think it is that the attackers will succeed in breaking into the castle? Why?
8. How does **Source 1** support the idea that castles eventually went out of fashion as military fortresses?
9. If you were a medieval lord, why might you need to build a castle?
10. List the features seen in **Source 1** that supports the accuracy of the castle illustrated by a modern artist in **Source 2**.
11. Use the internet or your library to research a medieval castle of your choice. Write a description of the castle, including some of its defensive features, who built it and why, and whether it ever had to fend off an attack. You may also list any non-military features of the castle — for example, as a palace, chapel or dungeon.

4.12 The power of the medieval church

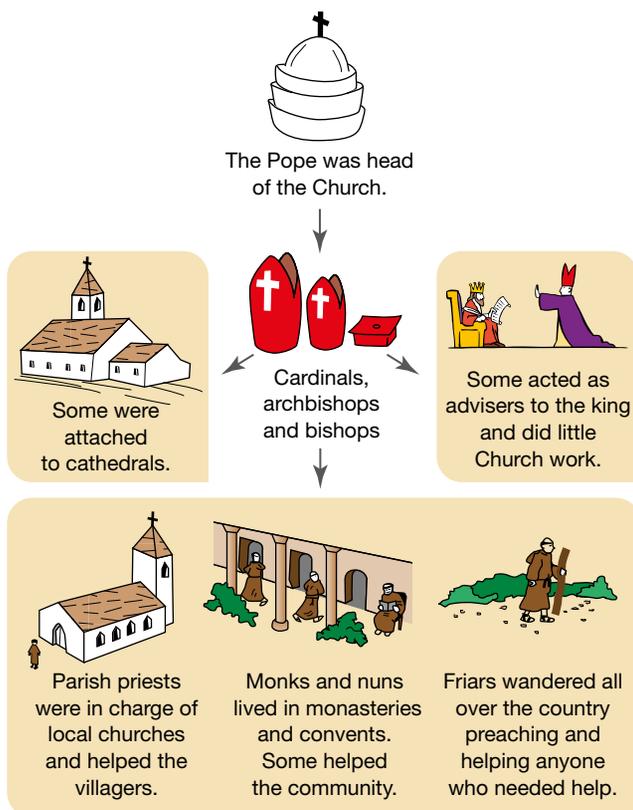
4.12.1 Medieval church

The Roman Catholic Church was the one common institution found throughout western Europe. Its rituals were similar across the continent. It even used a common language, Latin, although no-one other than the clergy spoke this old Roman language any longer. Everyone was expected to live according to Church law and attend **Mass**. The **sermons** of the priest, often delivered in the **vernacular** language rather than Latin, reminded parishioners of their Christian responsibilities.

The authority of the Church

The head of the Roman Catholic Church was the Pope. As God's representative on Earth, he was very powerful. His **cardinals**, **archbishops** and **bishops** supported the Pope's **edicts**, advised lords and kings, and had key government positions. Below this upper class of clergy were the parish priests, nuns and monks, and friars. These lesser clergy took the Church's message to

SOURCE 1 A diagram showing the organisation of the Church and the duties of the clergy within it



the people in the villages. They also collected the taxes on which the Church's wealth depended. At the village level, this tax was called a tithe. The tithe required that 10 per cent of a person's income, or of what they produced, such as grain, eggs and livestock, should be paid to the Church.

Anyone who was believed to be acting against the interests of the Church could be excommunicated. This meant they could no longer attend Mass and receive the Christian **sacraments**. Worse, they were told they would go straight to hell. The Church made sure that the fear of hell, with its fires and devils, was instilled in everyone.

4.12.2 Churches

The parish church

Almost every village had a parish church. Often it was both the largest building and the only one built of stone or brick. The parish church was built using peasant labour. Although unpaid for their efforts, the parishioners would have felt a sense of achievement and communal ownership. The church walls, and sometimes the stained glass windows, depicted scenes from the Bible, especially the life of Jesus. This helped teach Bible stories to the mostly illiterate congregation. In an age before clocks, the bells in the church tower helped people keep track of the time of day.

The church was not only a place of worship. It was also a community centre, a fairground and a school for those studying for the priesthood.

The bishop's church — the cathedral

Many European cities today have at least one **cathedral**. Some of the greatest cathedrals were built in the Middle Ages.

The word 'cathedral' comes from the Greek word *kathedra*, meaning seat. This refers to the bishop's seat or throne in the back of the church. It is from here that the bishop ran his diocese (which, in turn, was divided into parishes).

The bishop's church was very important. This was reflected in its size and magnificence. The cathedral towered over the other buildings in the town. Many cathedrals took more than a hundred years to build and were completed long after their architects had died.

SOURCE 2 A medieval painting depicting what happens to people when they go to hell



SOURCE 3 Canterbury Cathedral, in Kent, England. This is a typical example of Gothic architecture, which can be identified by the pointed arches and highly decorative style.



4.12 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Which religious institution dominated western Europe during the Middle Ages?
2. What language was used in the medieval Mass?
3. Who is head of the Roman Catholic Church?
4. Who did most of the work in building the parish church?
5. What is the origin of the word 'cathedral' and what does it mean?

Apply your understanding

6. Write a paragraph describing what is happening in **Source 2**. What effect did a picture like this have on the villagers?
7. Canterbury Cathedral (**Source 3**) dominates the city's skyline even today. How do you think the cathedral would have impressed the ordinary people of Canterbury in the fifteenth century?
8. Using the internet and your library, find out why an enormous amount of medieval music was church music. Explain what this shows about the influence of the medieval church.

4.13 Monasteries and convents

4.13.1 Closed communities

Parish priests, monks, nuns and friars played important roles in spreading the faith. They took the Christian message to the remotest villages. This was important, because until then Christianity was practised mostly in the towns, even though most people lived in the country.

Monks lived in small closed communities called monasteries. Only males could join. A monastery included a church, a chapter house (the monks' meeting place), dormitories or cells (where the monks slept), a hospice (where the sick and aged were cared for), a refectory (eating hall), a library, and the **abbot's** quarters. The abbot had complete authority, and strict rules had to be observed. These rules covered daily activities such as religious services, social work, manual labour and copying manuscripts.

Nuns lived in similarly closed communities called **convents**. Girls and women could join a convent, where they too had to observe strict rules. The chief nun was called the **abbess**. Some monasteries and convents were called **abbeys**.

Monasteries and convents spread throughout Europe in the Middle Ages in part because they were efficient instruments for upholding feudal order. A lord granted land to a monastic order because monks and nuns helped him maintain social control over a population that was widely dispersed across the countryside. Some monasteries owned their own villages, whose serfs worked their fields.

SOURCE 1 Cluny Abbey in Burgundy, France. Its church was the largest in the world until the early seventeenth century, when St Peter's Basilica in Rome was rebuilt.



4.13.2 The monastic orders

The origins, rules and practices of monastic orders varied widely. Monasteries of the Cistercian order relied solely on the labour of their own monks. This limited labour force drove the Cistercians to move into new agricultural areas, such as raising sheep on a large scale. Such efforts gained them considerable wealth. The monks themselves, however, in accordance with their order's rule, remained poor.

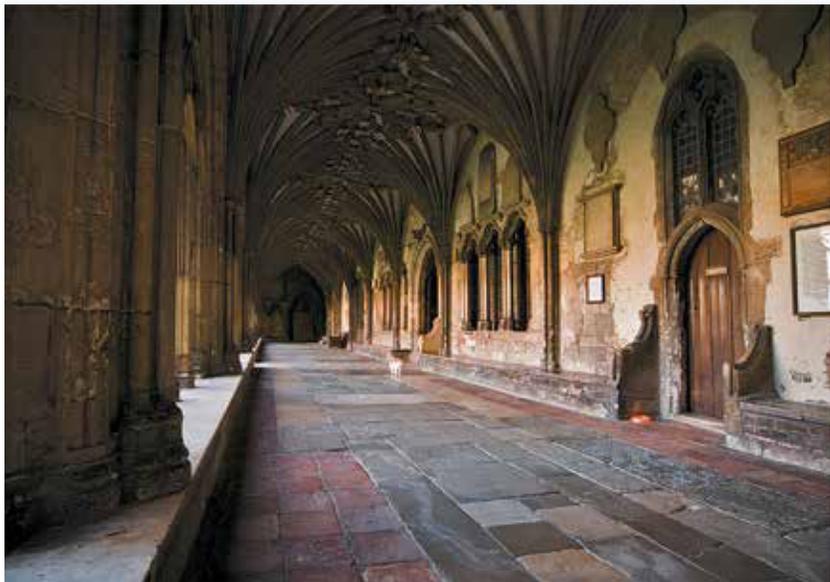
Some orders did not live in small communities. The Franciscans and Dominicans, for example, sent their members out into the community as friars. They moved among the people as missionaries. The Franciscans tried to live as Jesus had lived — as poor preachers serving the needy. The Benedictines were one of the earliest monastic orders. They established many of the rules and customs followed by nuns, monks and friars.

The Church was almost the sole source of literacy during the Middle Ages. Before the printing press was invented, every book had to be handwritten. Among the tasks performed by monks was the writing and copying (and often decorating) of books by hand. Some of the first universities in Europe began as monasteries. The architecture of such ancient schools of learning as Oxford University in England is based on the layout of a monastery. Even a comparatively recently established school such as Sydney University, with its Great Hall and cloisters, has architecture based on the monastic model.

SOURCE 2 *The Death of St Francis*, a painting by the fifteenth-century Italian artist Giotto. St Francis was the founder of the Franciscan order of friars. This painting shows some of them mourning his death.



SOURCE 3 The pointed, fanned arches of the Great **Cloister** at Canterbury Cathedral in Kent, England. Canterbury Cathedral had an attached monastery run by Benedictine monks.



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 Complete this digital doc: Worksheet 4.4: The Church's power — for better or worse

4.13 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. What are the communities called where monks live?
2. What are the communities called where nuns live?
3. How did monks and nuns help to support the feudal system?
4. Upon whose labour did the Cistercian monks depend?
5. Which monastic order did much to establish the rules followed by monks and nuns?
6. Which modern educational institution has its origins in the medieval monastery?

Apply your understanding

7. The friars in **Source 2** are dressed in coarse woollen garments called habits. Many still dress this way today. Why do you think they would have chosen such simple dress?
8. **Sources 1** and **3** are images of two Benedictine monasteries. Use the library and the internet to find out about the Benedictine order: its origins, rules and influence (**Sources 1** and **3** indicate that the Benedictines were influential at least in England and France), and its work in the community.
9. Cluny Abbey, shown in **Source 1**, was the largest monastery in Europe during the Middle Ages. At its height in the twelfth century, it had about 300 monks (most monasteries had about 30). What impression do you think such a structure would have had on peasant communities living in villages?

4.14 The Crusades

4.14.1 Introduction

The Crusades were a series of wars fought throughout Europe and the Middle East between the eleventh and thirteenth centuries. In these wars, Christians fought against non-Christians and **heretics**. The Crusades generally centred on the Holy Land and the main enemy of the Crusaders were the Muslim Turks. The term *Crusader* comes from the Latin word *Crux*, which referred to the Christian cross. However, evidence suggests Crusaders only began calling themselves this as late as the thirteenth century.

4.14.2 The First Crusade

Jerusalem is a very important city for Christians, **Muslims** and Jews. The Holy Sepulchre in Jerusalem is believed to be the site of Jesus' tomb. When the Muslim Turks took control of Jerusalem in 1071, they began to harass and even kill visiting Christian **pilgrims**.

In Constantinople, Emperor Alexius I appealed to Pope Urban II to help him fight his Muslim enemies. In 1095, the Pope called upon Christians to fight the Turks and reclaim Jerusalem.

SOURCE 1 Extract from call to arms by Pope Urban II at Clermont, France, in 1095

If you choose the right path, you will be forgiven for all your sins. This path is to make war upon the Turk ... Let those who are going to fight for Christianity put the form of the Cross upon their garments ... God will be gracious to those who undertake this expedition: those who die will go straight to heaven ...

There were various reasons why Christians responded to the Pope's call. These included the chance to gain wealth, power, land and knighthood. They were also promised eternal life in heaven.

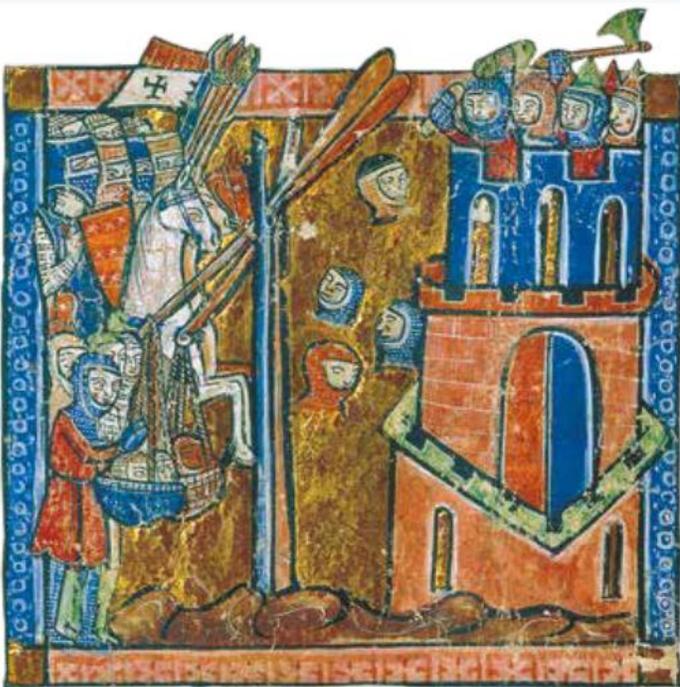
The First Crusade was two expeditions. One, known as the Peasants' Crusade, was led by Walter the Penniless. It was a violent rabble beginning with a murder of Jews in Germany. It left a trail of destruction all the way to Constantinople. Being poorly organised, it was wiped out by the Turks after it had set out from that city. The second expedition was led by knights. It successfully defeated the Turks, and took city after city throughout the **Holy Land**, including Nicaea, Antioch and, finally, Jerusalem.

The **Crusader** victory did not last. The Turks fought back and the Crusaders alliance with the Byzantine emperor dissolved because each distrusted the other.

SOURCE 2 A map of the Crusades in the Holy Land



SOURCE 3 The siege of Nicaea in 1097, from a thirteenth-century French manuscript, *The History of Outremer*. Outremer was the name by which the parts of the Holy Land captured by the Crusaders became known.



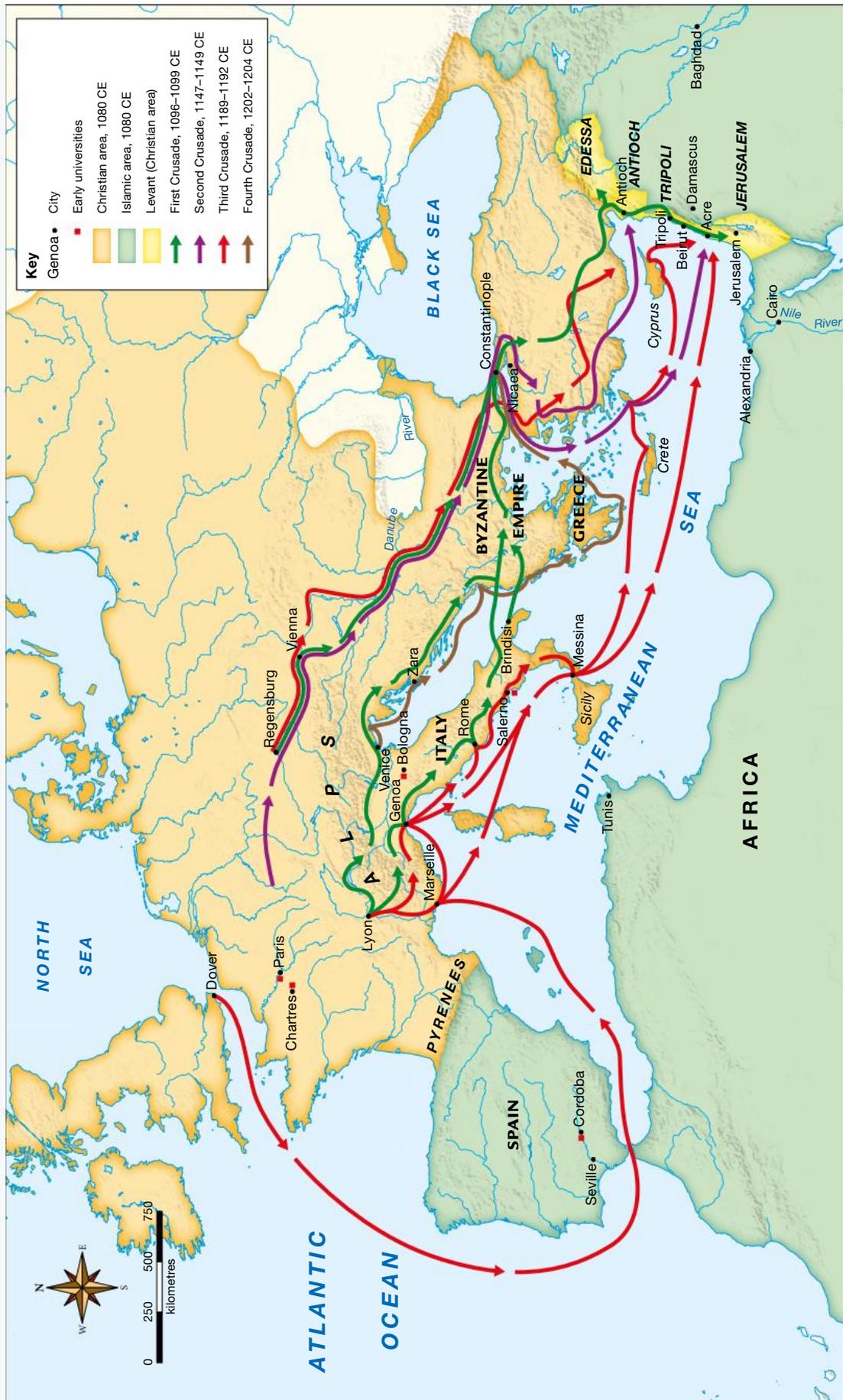
SOURCE 4 From an account of one of the Crusaders who took part in the capture of Jerusalem in 1099

With drawn swords our people ran through the city; nor did they spare anyone, not even those pleading for mercy. If you had been there, your feet would have stained up to the ankles in blood. What more shall I tell? Not one of them was allowed to live. They did not spare the women or children. The horses waded in blood up to their knees, nay up to the bridle. It was a just and wonderful judgment of God.

DID YOU KNOW?

Crusaders were often from monasteries. One monastic order was the Knights of St John the Hospitaller. Their cross-shaped symbol is now the logo of the St John Ambulance Society.

SOURCE 5 The Crusades, 1096–1204 CE



4.14.3 More crusades

The Crusades continued over the next two centuries. The Second Crusade (1147–1149) began because the Turks had taken the town of Edessa. This crusade did not succeed; the Turks defeated the Crusaders at Damascus.

In 1187, the Kurdish leader of the Turks, Saladin, conquered Jerusalem. This inspired the Third Crusade (1189–1192). A lack of unity among Crusader leaders prevented a victory for them, although they were successful in capturing the city of Acre. Despite their defeat, Saladin allowed Christians to visit the Holy Sepulchre in Jerusalem.

The Fourth Crusade (1202–1204) started out against the Turks, but ended up as a **pillage** of Christian cities, including Constantinople. The driving issue was commercial rivalry rather than religion.

There were more Crusades in which control of land was lost and won. Jerusalem was recovered by the Christians for a brief time, and the Turks took Acre in 1291. It is generally agreed that the Crusades came to an end when the Turks took Constantinople in 1453 as part of the Ottoman Empire.

4.14 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Against whom were the Crusades organised?
2. What does the term *Crusader* stand for?
3. What happened to the Peasants' Crusade?
4. Which cities did the First Crusade capture?
5. Who was the Kurdish leader of the Turks during the Third Crusade?
6. Who controlled the city of Constantinople at the end of the Crusades?

Apply your understanding

7. Read **Source 1**. What do you believe is the aim of Pope Urban's speech?
8. Which sources show evidence of the brutality of the Crusades? What sort of brutal acts were committed by the Crusaders?
9. The Crusaders in **Source 3** are using a trebuchet to throw their enemies' heads over the walls of the besieged city. Why do you think they are doing this?
10. How reliable do you think **Source 4** is in telling us about the behaviour of the Crusaders?
11. Identify the events associated with the Crusades that took place in each of the cities on the map shown in **Source 2**. Also say in which year or during which crusade the event took place. Use the library or the internet for your research.

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Deepen and check your understanding of the topic with the following resources and auto-marked questions:

o The Crusades

4.15 The Age of Faith

4.15.1 Christianity and Islam

Since the September 11 terrorist attacks in 2001, there has been increased tension between **the West** and nations where Islam is the major religion. However, this conflict is not new. Stressed relations between Christians and Muslims have existed for hundreds of years. In fact, significant conflict between these two religions has existed since the Early Middle Ages.

Generally speaking, religion does not strongly influence governments today. Many countries around the world are secular, which means they are neutral in regards to religion. It was different in the Middle Ages. In Europe, the Christian Church had great influence over rulers. The situation was similar in the Islamic world.

Countries were ruled by Muslim leaders called **caliphs**. With religion dominating so much of private and public life, it is not surprising that some historians have called the Middle Ages ‘the Age of **Faith**’.

SOURCE 1 Map showing the Muslim world, c. 1000 CE



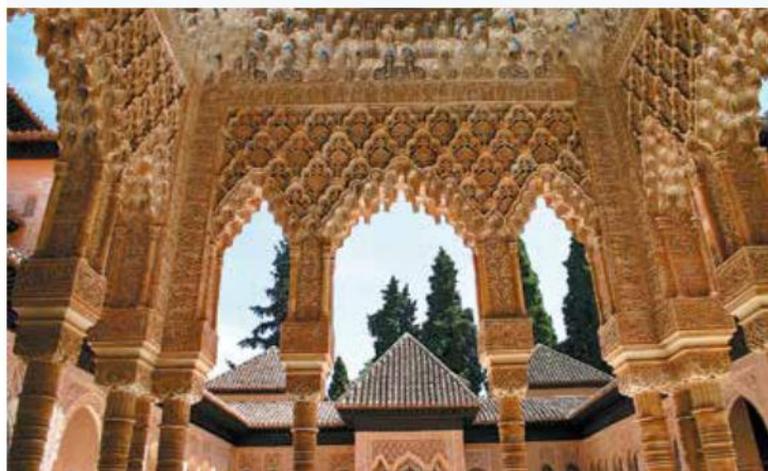
4.15.2 Developing relations

The conflict between Christians and Muslims is most often assumed to have begun with the First Crusade at the end of the eleventh century. But Muslim Arabs had conquered much of Spain as early as 711 CE. This was a major Muslim inroad into Christian Europe, and wherever the Christian West and the Muslim East met, there was conflict. Christians enslaved Muslim prisoners-of-war and Muslims enslaved Christian prisoners-of-war.

Religion in Spain

Spain is a good example of how relations developed between the Christian West and the Muslim East. Muslim Arabs ruled much of Spain for about 700 years. Throughout that period, there was a great exchange of culture between not only the Muslim occupiers and the Christians, but also the Jews, who were a sizable minority in Spain.

SOURCE 2 Details of the Alhambra, a magnificent fortress and palace built by the Islamic rulers of Granada in the mid-fourteenth century



Even after the Christians reconquered Spain, much of the rich Muslim culture remained. In fact, Muslim music, architecture and many other fields continued to flourish, even after Muslims were forcibly converted to Catholicism. For example, an instrument that would eventually develop into the Spanish guitar was invented by Muslim Arabs. The famous Spanish dance music, flamenco, is also thought to have Middle Eastern influences.

SOURCE 3 Amad ibn Muammad al-Yammani, a Muslim traveller, commenting on music he had heard while recovering from an illness in the Spanish city of Malaga during the eleventh century

The people are absolutely dominated by their passion for music. One night I awoke ... to ... a breath of sound, tranquil and lovely. I felt that my soul understood this music, and would find repose [peace] in it ... [It] began increasing slowly in volume. I was drawn to it and disposed to listen ... I found myself forgetting my misery in the emotional enjoyment, which almost caused me to imagine that the walls and floor were floating around me.

But just as the Christians tried to subject conquered peoples to their faith, so did the Muslims subject countries they had conquered to Islam. In Muslim Spain, Christians and Jews were tolerated but they suffered discrimination and were made to pay special taxes because their religions were regarded as inferior. When Christians eventually reconquered Spain, they would be much less tolerant. They ruthlessly persecuted Muslims and Jews.

SOURCE 4 The interior of the Great Mosque in Cordoba, Spain



There may have been some appreciation of the refined culture of the Arabic Muslims in Spain. However, as conflict developed between the Christian north and the Muslim south in Spain, new waves of invaders arrived. The Arabic leaders brought in North African Berber fighters (called Moors by the Christians). The Berbers were a harsher, less tolerant group. An example of their intolerance was the destruction of a splendid palace in Cordoba called Medina Azahara.

4.15.3 Shared learning

While much of the learning of ancient Greece and Rome had been lost in the West during the Early Middle Ages, it was kept alive by Muslim scholars. One of the greatest libraries in history was established in

Muslim Baghdad in 832 CE. Islamic societies built hospitals for the sick, and their scholars led the world in studies of medicine, sciences and mathematics. The Crusades gave European Christians the opportunity to gain an insight into the learning of the Islamic East. As in Spain, Europeans became influenced by Islamic culture, including poetry and architecture. European scholars were no doubt impressed by Muslim schools as it was about this time that the great universities of Europe were established. The challenge posed by Islamic learning was at least partly responsible for this development.

And did the Islamic East have anything to learn from Europe? As it turns out, the Europeans, who appeared rough and barbaric to the Muslims, had little to offer at this point in history. Their contribution to government, learning and invention lay far in the future.

SOURCE 5 From Usamah ibn-Mequidh, a twelfth-century Arab writer and soldier. Muslims referred to Crusaders as 'Franks' because many Crusaders came from the part of Europe that was once the Frankish Empire (near modern-day France and Germany).

When I come to tell stories about the Franks [Crusaders] I cannot help but glorify and praise Allah (exalted is He!), for I see them as animals possessing the virtues of courage and fighting, but nothing else; just as pack animals have only the virtues of strength and carrying loads.

DID YOU KNOW?

The Muslim world also adopted and further developed ancient technologies. An example is the astrolabe, an instrument invented by a Greek scholar about 150 BCE to locate and predict the positions of the Moon, the planets, the Sun and other stars. Medieval Muslim scholars made improvements to the astrolabe that enabled it to be used for navigation at sea and to find the direction of Mecca, the holy city in the Arab empire that Muslims were required to face during prayer.

4.15 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Why have some historians called the Middle Ages the Age of Faith?
2. Who conquered much of Spain in 711 CE?
3. List two elements or products of Spanish culture today which are Middle Eastern in origin.
4. Which two groups in Muslim Spain were discriminated against with taxation?
5. Who were the Moors?
6. How did Muslim schools influence European education in the Middle Ages?
7. How much did the Muslims learn from European culture in the Middle Ages? Explain.

Apply your understanding

8. Read **Source 3**. What impression does Amad ibn Muammad al-Yammani have of the Islamic music he hears?
9. Read **Source 5**.
 - (a) What positive things does Usamah ibn-Mequidh have to say about the Crusaders?
 - (b) What negative things does he have to say?
 - (c) Why do you think Usamah ibn-Mequidh would make such negative remarks about the Crusaders?
10. Examine **Source 2**. What features of this section of the Alhambra justify its reputation as a magnificent example of medieval Islamic architecture?
11. Use the internet or your library to find out more about the Great Mosque at Cordoba. When was it originally built and by whom? What are some of its impressive features? Given that the Christians eventually drove the Muslims out of Spain, is the building still used as a mosque today? Explain.

4.16 Towns and trades

4.16.1 Decline of feudalism

By about the eleventh century, Europe was a relatively peaceful place. People felt free to risk living beyond the security of the manor. In time, a network of towns sprang up, particularly along trade routes. These towns became the focus for the rise of a new social group — a **middle class** of merchants.

Personal loyalty to a lord in exchange for a **fief** was a basic principle of feudalism. As barbarian raids stopped, as food stocks increased, and as money rather than personal services began to be given to lords in exchange for rights and privileges, the feudal system began to break down.

People began to drift away from the manors to start new lives in towns, many of which had developed near castles. Some people learned new skills such as spinning, weaving, baking, leather work, music, acting, ale brewing, armour construction, ropemaking, butchery, banking, cloth dying and stonemasonry.

Life in the towns

As towns grew, large walls were built around them. Near these walls were the cramped homes of the poor — mostly wooden and many storeys high. Most houses were coated with a highly flammable paint made of pitch and linseed oil. Pitch was a black, tarry substance used to seal cracks in buildings and boats. The homes of the wealthy were in the town's centre.

The town's lanes were crooked and narrow. They were lit only by people's lanterns and candles, and had no footpaths. They became smelly, rat-infested rubbish dumps, splattered with food scraps, bones and sewage. Open drains stank with cloth dyes and the blood of slaughtered animals. Townspeople tramped through this muck to reach the town's central marketplace. It bustled with the activity of traders, musicians, actors, jugglers, pickpockets and beggars.

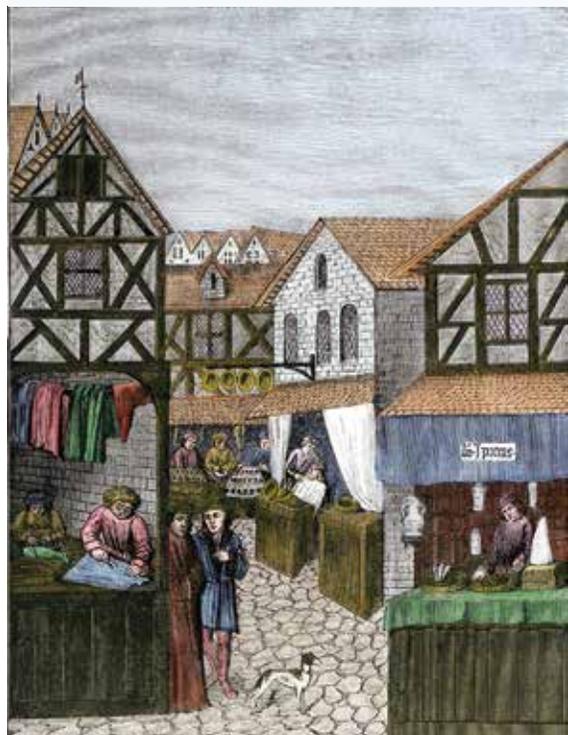
4.16.2 Rise of the merchant class

Adventurous European merchants began looking for more distant markets. They travelled to Asia, northern Africa and the Middle East with goods such as iron, timber and copper. They returned with exotic silks, furs, spices, gold and precious stones. They visited trade fairs in Europe, where both goods and ideas were exchanged. It is thought, for example, that the windmill was first heard of from traders from Iran, and soap from traders from China.

SOURCE 1 Medieval illustration of stonemasons, who were highly respected craftspeople



SOURCE 2 As shown in this medieval painting, businesspeople usually sold their goods from the ground floor of their home. Family, servants and apprentices lived on the upper floors.



Long-distance trading was risky. There were robbers and sea pirates. As well, merchants had to deal with clever money lenders. To protect themselves and their profits, merchants often formed partnerships and shared responsibilities. This led to the formation of companies, which in turn created new jobs.

By the latter part of the Middle Ages, this new merchant class had become a very powerful force in medieval society.

SOURCE 3 A young boy's experience on entering the marketplace in the English town of Shrewsbury in 1241. This extract is from *Falls the Shadow*, a novel by Sharon Penman, Penguin, 1989, p. 132.

Church bells pealed out the hour ... Men wandered the streets shouting 'hot meat pies' and 'good ale' ... itinerant [wandering] pedlars hawked [tried to sell] their goods, offering nails, ribbons, potions to restore health ... People gathered in front of the cramped, unshuttered shops, arguing prices at the tops of their voices. Heavy carts creaked down the streets ... Dogs darted underfoot, and pigs [shuffled] about in the debris dumped in the centre gutter.

Growth of apprenticeships

The demand for skilled workers was growing. Apprenticeships began to be set up to train young people in particular trades. Most were seven-year agreements, and were strictly controlled by guilds.

Guilds

The standard of work in each skilled craft was also controlled by its **guild**. These associations were formed by artisans to protect their interests, settle disputes between employers and skilled workers, and to set wages and prices. In some ways they were like modern trade unions; however, unlike trade unions, guild members included employers.

Merchants also had guilds. The most powerful merchant association was the Hanseatic League, which controlled many trading ports around the Baltic Sea, and trading outposts as far away as Russia, Italy and England. The Hanseatic League was so powerful during the fourteenth and fifteenth centuries that it minted its own money and wrote its own laws. In the fourteenth century, it even waged war against the King of Denmark.

4.16 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. List the factors that led to the decline of feudalism.
2. Explain what the growth of trade and skilled crafts had to do with the growth of towns.
3. Medieval towns were frequently destroyed by fire. What information in this subtopic helps to explain why this happened?
4. Describe the major roles of guilds.
5. What was the Hanseatic League?

Apply your understanding

6. Describe the medieval trades that you can see in **Sources 1** and **2**.
7. Read **Source 3** (a secondary source):
 - (a) Describe features of medieval towns that would have made them dirty, noisy and unhealthy.
 - (b) What would you need to know about this source in order to judge its reliability?
8. Use the sources and information in this subtopic to sketch a typical street scene in a medieval town. Do this either by hand or using a computer drawing program. Label features of your sketch that can be found in this subtopic.
9. If you had been a young town dweller in the Middle Ages, to what trade would you like to have been apprenticed? Give reasons for your choice.

4.17 The Black Death

4.17.1 Origins of the Black Death

In 1347 something terrible happened across three continents — something that changed the course of history. This event is known as the Black Death or the **plague**. The Black Death was a disease that spread across the known world and wiped out whole towns and villages. In Europe alone, between 1347 and 1352, one-third of the population may have died as a result of this **pestilence**.

What was the nature of the Black Death? Where did it come from, and how did it spread? And how did it change the course of history?

It is believed that the Black Death originated in Mongolia in the early fourteenth century. It spread along trade routes and via military expeditions. In 1346 the Tartars, a people descended from the Mongols, were besieging the Black Sea port city of Caffa, a trading colony of the Italian city of Genoa. Then the Tartar troops started to fall sick and die. Weakened by disease, they used trebuchets to hurl infected dead bodies over the walls of Caffa in an attempt to inflict the same pestilence on the city's inhabitants. Some historians and medical scientists cite this event as possibly the first instance in history of **biological warfare**. Some people escaped from Caffa on ships for Italy. They may have escaped the Tartars, but not the Black Death, as it accompanied them on their ships. At least one such ship is recorded as having reached the Italian port of Messina, with dead or dying crew on board. This was probably not the only way the Black Death reached Europe, but it is the best documented. The Black Death spread right across Europe and North Africa.

SOURCE 1 The spread of the Black Death across three continents



4.17.2 What was the Black Death?

The Black Death had three variations. Its most common form was bubonic plague, named for the buboes (stinking, pus-filled swellings) that appeared on the victim's body (see **Sources 2** and **3**). The second form was pneumonic plague, which affected the respiratory system, and the third was septicemic plague,

which affected the blood. Fever and vomiting were common symptoms. In its final stages, victims' skin turned purple-black and their nervous system was affected. This slurred their speech and they staggered about in convulsions. Observers called this phase the *danse macabre* — 'the dance of death'. The source of the disease was bacteria found on the fleas of black rats. Such rats were common on ships and in towns such as Messina. In the unhygienic conditions of medieval Europe, plague-ridden rats bred rapidly and the fleas were able to move to other animals and to people.

SOURCE 2 Plague victims in Perugia, Italy — from a sixteenth-century manuscript



SOURCE 3 From *The Decameron*, a collection of stories by Giovanni Boccaccio, probably written between 1349 and 1353, when the plague was ravaging his country, Italy, along with the rest of Europe. Boccaccio's stories are told by characters who have fled the plague to isolate themselves in a villa in the countryside. In real life, those who took such action — and Boccaccio was one of them — did sometimes survive. But only the rich had this option.

... [The] deadly pestilence ... showed its first signs in men and women alike by means of swellings either in the groin [area between the belly and thigh] or under the armpits, some of which grew to the size of an ordinary apple and others to the size of an egg (more or less), and the people called them [buboes]. And from the two parts of the body already mentioned, in very little time, the ... deadly [buboes] began to spread indiscriminately over every part of the body; then, after this, the symptoms of the illness changed to black or livid [bluish] spots appearing on the arms and thighs, and on every part of the body — sometimes there were large ones and other times a number of little ones scattered all around ... [Almost] all died after the third day of the appearance of the previously described symptoms (some sooner, others later), and most of them died without fever or any other side effects.

4.17.3 Medieval treatments for the Black Death

The details of the Black Death were not understood during the Middle Ages. Doctors knew nothing about the cause of the plague or how to treat it. All sorts of treatments were offered. They believed that stench was a cause of the disease, and offered patients sweet-smelling flowers and pot-pourri to smell. Some believe this is the source of the children's nursery rhyme 'Ring around a rosie, a pocketful of posies, a-tishoo a-tishoo, we all fall down'. Other doctors lanced buboes to draw out 'bad blood'. But this helped only to spread the disease.

As if doctors' remedies were not bad enough, panic and superstition made things even worse. Many believed that the plague was God's punishment for their sins, like the plagues described in the Bible that had ravaged Egypt in the time of Moses. One extreme response was made by a group called the Flagellants. They travelled from town to town publicly whipping themselves in the hope of receiving God's

SOURCE 4 A doctor dressed up to fight the Black Death, as shown in a seventeenth-century manuscript



forgiveness for their sins and deliverance from the pestilence. However, with the blood from their whipped backs flowing freely, all this did was help spread the disease. Pope Clement VI ordered that these groups be disbanded. Clement, incidentally, may have come closest to an effective method of protection from **contagion**. His adviser, Guy de Chauliac, sat the Pope between bonfires for many days so he could breathe the purified air. Given that fleas dislike such heat, this may have helped save the Pope's life.

Of all the remedies attempted during the period of the Black Death, cleanliness and hygiene were generally the treatments that were overlooked. This is because no-one connected the plague to the rats, which carried the pestilent fleas. Few bathed regularly or changed their clothes, and people continued to live in dirty, cramped cottages, often with their livestock. No-one thought of clearing the dung heaps in the middle of manor-house courtyards, and people continued to use the streets as dumps for their household waste. Such conditions attracted the flea-ridden rats. As the rats bred and died in the squalor of medieval towns and villages, the fleas continued to infect the human population. And so, more than any other factor, it was the living conditions in medieval times that encouraged the spread of the deadly catastrophe that was the Black Death.

Inevitably, minority groups were blamed for spreading the plague. Some thought **lepers** were to blame, and many of them were hunted down and murdered. Jews were accused of deliberately poisoning wells. Despite the fact that the plague did not distinguish between Jews and Christians, thousands of Jews were murdered. Many were burned alive.

SOURCE 5 Minority groups, including the Jews, were blamed for the Black Death and were persecuted, as shown in this sixteenth-century illustration.



4.17.4 Effects of the Black Death

Within four years, at least a third of Europe's population had perished. Many villages were deserted and never repopulated. It would take another 200 years for the population of Europe to reach the size it had been in 1347. A **catastrophe** on such a scale must have had a major effect on society and the economy.

The feudal system itself was weakened as a result of the Black Death. With a shortage of workers, serfs began to demand wages and lower rents for their labour, and freemen, who were already paid, demanded higher wages. In some cases in England, workers' wages tripled during the time of the Black Death.

The power of the Church was weakened too. Partly, it lost respect in failing to protect the people through prayer. But also the clergy lost many of its own members. Monasteries were closed communities and some lost almost all their educated monks. There were few priests left to perform Mass and conduct weddings and funerals. The Church desperately needed new clergy and was forced to accept novices with no education.

Farming changed. With fewer peasants to work the fields, grain production went into decline in England and other European countries. Farmers turned increasingly to livestock such as sheep that required fewer workers on the land.

DID YOU KNOW?

One of the most recent pandemics of bubonic plague occurred about 1900. It originated in China, and spread to Australia, among other places. This time, however, medical and other authorities knew how to respond. Exterminators were sent into Sydney's Rocks area, which was a slum in those days, to wipe out rats. Suspected plague carriers were taken to the Quarantine Station at Manly. The disease was thus contained.

4.17 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. When did the Black Death arrive in Europe and when did it end?
2. What is another name for the Black Death?
3. How did the Black Death enter the Black Sea city of Caffa?
4. What are buboes?
5. Why did medieval doctors offer patients sweet-smelling flowers and pot-pourri to smell as a cure for the Black Death?
6. Who were the Flagellants?
7. List three effects the Black Death had on medieval society.

Apply your understanding

8. Using **Source 1**, explain in a short paragraph how the Black Death spread across Europe, Asia and Africa.
9. Which places in Europe, according to **Source 1**, did not suffer from the Black Death? Use a modern atlas to find out what physical features exist in those areas that may have prevented the Black Death from reaching them.
10. Imagine you are the doctor in **Source 4**. Explain why you are dressed in such outlandish clothes.
11. How does **Source 3** support **Source 2** as evidence?
12. Use the internet and the library to find out about the siege of Caffa in 1346.
 - (a) Who were the Tartars and why were they besieging the city?
 - (b) Who ruled the city?
 - (c) How long was the siege?
 - (d) Did the Tartars succeed in conquering it?
 - (e) Did the plague have anything to do with how successful they were in their siege of the city?
13. Why do many historians believe the Black Death changed the course of history?

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Deepen and check your understanding of the topic with the following resources and auto-marked questions:

➤ **Black Death**

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4.18 The Peasants' Revolt

4.18.1 What caused the revolt?

It has already been mentioned in this topic that there was a serious revolt among the peasants in England in 1381. Along with the Black Death and the growth of the merchant class in the towns, this event did much to weaken the feudal system. What made the revolt so serious was its scale: there are no reliable figures on how many peasants were involved (50 000 is sometimes suggested), but the uprising caused such dread among the powerful that the king himself sought refuge for fear of his life.

The trigger for the revolt was the **Poll Tax** of 1380, the third such tax imposed in four years. The Poll Tax was intended to restore a treasury that had been drained by the costs of fighting the French in the Hundred Years' War. Price increases causing hunger and shortages led to despair and anger in the population.

The long-term causes of the revolt went back to the Black Death. We learned that one of the results of the Black Death was a labour shortage that allowed the peasants to demand higher pay. Traditionally, peasants had been tied to the manor. Now, with a vastly reduced population, they left their villages in search of better pay and conditions in other manors. In 1351 a law called the Statute of Labourers was passed. It aimed to put a stop to peasants' free movement around the countryside and to cap their wages at 1346 levels. Naturally, peasants greatly resented this law. Many risked punishment by ignoring it. Tensions grew, but the Poll Tax of 1380 turned the peasants' anger into open rebellion.

The outbreak

The Poll Tax returns of 1380 showed that very little of the tax had been collected, so the tax collectors were sent out again. They were instructed not only to collect the tax — in some cases for a second time — but to extract payment for those who didn't turn up. This caused outrage among the peasants. At the village of Fobbing in Essex, one collector and his men were beaten up and driven out. When the Chief Justice was sent to sort out the villagers, he too was driven out.

What happened next was made possible only by the free movement of peasants around the countryside. Word about what had happened in Fobbing spread across Essex and Kent. Peasants from across both counties gathered together into one angry mob. Manor houses were burned down, tax and debt records were destroyed and some wealthy landowners were killed or humiliated by being forced to be the servants of their new masters, the peasant rebels. The city of Canterbury was seized by the rebels. With the Archbishop of Canterbury absent in London, they appointed a poor monk as the new archbishop and attacked rich visitors.

The peasant revolt was not entirely a disorganised mob. Several of their number came forward as leaders — in particular, Wat Tyler, Jack Straw and a parish priest, John Ball. Tyler was able to exercise some control over what would otherwise have been a mob without direction. John Ball preached against the leaders of his own Church because he felt that they were helping the lords to **exploit** the poor.

SOURCE 1 Late fourteenth-century miniature showing King Richard II coming to meet men rebelling against unfair taxes and lack of freedom during the 1381 Peasants' Revolt



4.18.2 The march on London

The rebels then set out for London to appeal directly to the king, Richard II, at the time only a boy of 14. Evidently the King's Council were taken by surprise, because there were few guards to defend the city. With the rebels in the city, along with many sympathisers among the Londoners themselves, fear spread among the ruling classes. Property was damaged, and some merchants were killed. Wat Tyler probably ensured that the rebels for the most part remained peaceful.

Meetings with the king

The king agreed to meet with the rebels. The King's Council wanted to avoid meeting them inside the city, with its flammable timber buildings, narrow streets and lack of guards. So they met outside the city gates at a place called Mile End. The king declared that he agreed to their demands, pardoning the rebels, abolishing the Poll Tax and reducing land rents. A group of peasants, however, were not satisfied. They attacked the Tower of London, capturing and beheading three people — the Archbishop of Canterbury, the king's Treasurer and John Legge, who had created the Poll Tax. The rebels impaled their heads on stakes and paraded them around the city in triumph. Richard hid himself away, fearing a similar fate.

The following day Richard met the rebels again outside the city, this time at Smithfield. In the course of the negotiations, a fight broke out involving Wat Tyler. He was struck with a sword by the Lord Mayor. Afterwards he was beheaded, and his head ended up on a stake too. The king again agreed to the rebels' demands and, with their leader dead, they dispersed. The king's promises were soon revoked, however. Richard claimed they had been made under threat, and so were not lawful. John Ball was hung, drawn and quartered. The four parts of his body were displayed in other towns as a warning against continuing the rebellion. Jack Straw was beheaded too. His head accompanied Wat Tyler's, displayed on London Bridge. And so the Peasants' Revolt came to a violent end.

SOURCE 2 The death of Wat Tyler as Richard II addresses the crowd; illumination from a medieval manuscript



SOURCE 3 From a chronicle written at the time of Wat Tyler's death

[one of the King's retinue] ... said aloud [to Wat Tyler] that he knew him for the greatest thief and robber in all Kent ... and for these words [Tyler] tried to strike him with his dagger ... [The] Mayor of London, William Walworth, reasoned with ... [Tyler] ... and arrested him. And because he arrested him ... [Wat] stabbed the Mayor with his dagger in the stomach in great wrath. But, as it pleased God, the Mayor was wearing armour and took no harm, but like a hardy and vigorous man drew his cutlass [a sword with a curved blade], and struck back at ... [Tyler], and gave him a deep cut on the neck, and then gave a cut on the head. And during this scuffle one of the King's household drew his sword, and ran [Wat] two or three times through the body, mortally wounding him ... [He] fell to the ground half-dead. And when the commons [peasant rebels] saw him fall, they began to bend their bows and shoot, wherefore the King himself spurred his horse, and rode out to them, commanding them that they should all come to him to Clerkenwell Fields ... Wat Tyler] had been carried ... to the hospital for poor folks ... And the Mayor went thither and found him, and had him carried out to the middle of Smithfield ... and there beheaded. And thus ended his [Wat Tyler's] wretched life. But the Mayor had his head set on a pole and borne before him to the King ... [who] thanked the Mayor greatly for what he had done.

4.18.3 Results of the Peasants' Revolt

Despite being brutally crushed, the revolt had struck fear into the hearts of the privileged classes, particularly the lords and bishops. The rebels' demands were not met, yet the Poll Tax was not pursued again. Nor did the king's government try to continue controlling the wages landowners paid their peasants. Above all, this brief taste of freedom helped to weaken the feudal system, which was becoming increasingly outdated.

DID YOU KNOW?

In modern times, British prime minister Margaret Thatcher's government tried to introduce a Poll Tax in 1990. Like the Poll Tax of 1380, it also caused widespread anger and riots, and had to be dropped. Many believe it led to Thatcher's downfall a year later.

4.18 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Briefly outline two causes of the Peasants' Revolt.
2. Which city did the rebels take over before setting out for London?
3. Who were the leaders of the Peasants' Revolt?
4. How old was King Richard at the time of the revolt?
5. What happened to the rebel leaders in the end?

Apply your understanding

6. In what ways does **Source 3** support **Source 2** as evidence for what occurred during the second meeting between the king and the rebels?
7. What view do you think **Source 3** takes of rebel leader Wat Tyler? Whose side do you think the author of this chronicle takes?
8. Use the internet and the library to list other peasant revolts in Europe up to and including the sixteenth century. What conclusions can you draw about such revolts? Do you think the peasants were a real threat to the ruling classes to which the lords belonged?
9. How many years elapsed between the Poll Tax of 1380 and the more modern version in 1990?
10. After reading this subtopic, how would you define a revolt?

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Complete this digital doc: Worksheet 4.6: The Peasants' Revolt



Explore more with this weblink: Peasants' Revolt

4.19 Joan of Arc

4.19.1 The life of Joan of Arc

In 1430 Joan of Arc was publicly burnt at the stake. Her crime? Listening to, and obeying, what she said were the voices of saints. Yet these same 'voices' helped this uneducated teenage girl bring about the coronation of a French king. Some 500 years later, in 1920, the Catholic Church declared her a saint.

Jehanne d'Arc (or Joan of Arc as we call her today) was born in 1412 in the small French village of Domrémy. Her simple life as the obedient daughter of a peasant farmer changed when she was 13. She began, she said, to see visions of saints and hear their voices. One day, they told her to drive the English armies from France and take France's **dauphin**, Charles VII, to the city of Rheims to be crowned as king.

It was three years before Joan decided to leave home and carry out the instructions she had been given. At first, her story was not believed. Eventually, she convinced the governor of the neighbouring town that she had to talk to Charles VII. Travelling there in men's clothing, she was taken to his castle by six men.

Supporters of Charles VII may have wanted to believe this strange young woman. The so-called **Hundred Years' War** had made them weary of fighting. But Charles VII wanted to be sure. He asked members of the Church Council to question her. They reported they '... had found nothing in her that was not of the Catholic faith and entirely consistent with reason'.

Joan soon had the army she wanted. A series of amazing military successes followed, which turned her into a folk hero. On 17 July 1429, her dream came true: she stood beside Charles VII in the Rheims Cathedral when he was crowned King of France.

SOURCE 1 A painting, c. 1485, depicting Joan of Arc



SOURCE 2 In this scene from Luc Besson's 1999 film *Joan of Arc: The Messenger*, Joan inspires her troops to victory.



4.19.2 A fiery death

Once he was king, Charles VII lost interest in Joan. Nevertheless, she continued to lead her army. In May 1430, she was captured and was soon a prisoner of the English. She was held captive in Rouen for eight months, living on little more than bread and water. The English hated her, but they also wanted to damage the reputation of the new French king. They decided they could do this by proving Joan was a witch. When that failed, they tried to prove that she had gone against the Church by listening to ‘voices’, which, she said, told her to wear male clothing.

Joan’s trial lasted over three months. No-one defended her. Yet this girl who had never been to school remained fearless and clear-headed in the face of constant questions. She finally gave in when threatened with being burned alive, and said she would stop wearing men’s clothes. But she was tricked into putting them back on. That was all the authorities needed: she was declared a heretic.

SOURCE 3 Extract from the court transcript, in which Joan is being questioned

Joan: I know well enough. I recognise them [the saints] by their voices, as they revealed themselves to me; I know nothing but by the revelation and order of God.

Q: What part of their heads do you see?

Joan: The face.

Q: These saints who show themselves to you, have they any hair?

Joan: It is well to know they have.

Q: Is there anything between their crowns and their hair?

Joan: No.

Q: Is their hair long and hanging down?

Joan: I know nothing about it. I do not know if they have arms or other members. They speak very well and in very good language; I hear them very well.

Q: How do they speak if they have no members?

Joan: I refer me to God. The voice is beautiful, sweet and low; it speaks in the French tongue.

Q: Does not Saint Margaret speak English?

Joan: Why should she speak English when she is not on the English side?

SOURCE 4 On 30 May 1431, Joan was tied on top of a pile of wood in the market square of Rouen, and burnt alive. She was 19 years old. Her last word was ‘Jesus’.



4.19 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. What sort of family background did Joan have?
2. According to Joan, what did the voices tell her to do about:
 - (a) the English armies which occupied parts of France
 - (b) the dauphin, Charles VII?
3. What conclusions did the Church Council make when they questioned her?
4. How did Joan become a folk hero?
5. Why did the English burn Joan at the stake?

Apply your understanding

6. We know that Joan appealed to God. What evidence is there in **Source 4** that her English executioners also appealed to God — in other words, justified burning her at the stake in the name of God?
7. In **Source 3**, how can you tell that the questioner in the court was against Joan?
8. In real life, Joan did not have the benefit of anything like a defence lawyer. Using **Source 3** as a guide, prepare a series of questions you would ask Joan at her trial in her defence.
9. Examine **Source 2**. Do you think the armour shown is an accurate representation of a knight's armour in the fifteenth century? You may need to refer back to subtopic 4.9 The Knight for more information.
10. Examine **Source 2**. What do you think is the purpose of the pointed stakes in the background?
11. How many years after she was burned at the stake was Joan made a saint by the Catholic Church? As a class, discuss why so much time might have passed.
12. One of the few ways European women in medieval times could get a man to listen to them was to claim that God or the saints had told them something about the future.
 - (a) What does this tell you about the public role of women in medieval times, and the beliefs of the time?
 - (b) Does this information change your opinion of Joan? Why or why not? Do you think Joan a saint who really heard holy voices, a confused young woman or a clever political activist?

4.20 SkillBuilder: Interpreting medieval art as sources

4.20.1 What are works of art?

Works of art may be one type of primary source. Throughout this topic we have examined various primary sources: artworks, monuments, buildings and written sources. Artworks include paintings, sculptures, bas reliefs and mosaics. Art styles changed significantly throughout the Middle Ages, and differed from kingdom to kingdom.

Why is analysing artwork useful?

Artwork can tell us a great deal about a particular period or event. It may also tell us what ideas, beliefs or activities people felt were important enough to express in artwork. For example, an elaborately carved altarpiece in a church tells us that much attention was given to expressing the Christian faith during the Middle Ages.

SOURCE 1 A French illustration depicting nuns looking after the sick



4.20.2 How to analyse a work of art

A useful way to approach the task of analysing a work of art is remembering to use ‘the three Cs’ — content, context and comment.

Content

The content is what the artwork actually shows. Look at it very carefully and make sure you note all the details. For example, you might need to look for particular symbols or gestures. Think about how you would describe the image to someone who has not seen it; that way you can be sure you have looked at it thoroughly.

Context

Context refers to what was happening at the time the artwork was created — the historical background. Try to find out about the origin and purpose of the artwork: who created it, and why? Is it a primary or a secondary source? Knowing this can reveal as much as the artwork itself.

Comment

You should question the value of every source. Why is it useful? Does it give you raw information or does it show only a particular point of view? Are there any limitations to the source — that is, is there anything the illustration cannot tell you? Do you think it is a reliable source? Why or why not?

Remember, the origin and purpose of any historical source will always influence its value and limitations.

If you ask these questions each time you analyse an artwork, you’ll be on your way to becoming an effective historian.

Analysing artwork — an example

The detail from the Mariacki altar in **Source 2** was created by an artist called Wit Stwosz. The artist and his team were commissioned to create this altarpiece for the Church of Our Lady in Krakow, Poland. During the Middle Ages, artists were frequently employed to create artworks with religious themes. This altarpiece shows various saints, the ascension of the Virgin Mary into Heaven and scenes from the life of Jesus. At the time of its creation in the Late Middle Ages, it was the largest altarpiece in the world.

Content: One of the scenes on this altarpiece shows the arrest of Jesus. Except for the central figure of Jesus, the figures have the sort of attire that would have been familiar to the artist. In short, they are dressed like people from late fifteenth-century Europe, not like people from the time of Jesus in the Roman Empire almost 1500 years earlier. The soldier does not look like a Roman soldier of the first century CE. He is a knight of the Late Middle Ages. The buildings in the background are also from the late fifteenth century. Before modern times, and before the science of archaeology, little was known of how people in past societies dressed, or how artefacts looked. So if an artist created a scene from a past era, he showed the clothes and objects as they were in his own time and place.

SOURCE 2 A detail from the Mariacki altar in the Church of Our Lady in Krakow, Poland, showing the arrest of Jesus. It was carved by Wit Stwosz in the late fifteenth century.



Context: The Church was a powerful and important institution in medieval Europe. A lot of expense went into embellishing churches with works of art such as this. Artists were commissioned to undertake such projects and employed people to help them in their task.

Comment: Can we trust this image? We can clearly trust that it represents how important religious artworks were to the Church in The Middle Ages. We cannot trust that it is an accurate image of how things looked at the time of Jesus. However, as students of the Middle Ages, we can trust that the artist used models from his own time to create these images. Thus we can say that, for the most part, it is an accurate image of how people looked in late medieval Europe. It shows knights' armour, head-dresses, coats, belts and other attire common to the time and place where the artist lived and worked.

Using 'the three Cs' to ask questions about and analyse a piece of art helps deepen our understanding of not just the artwork itself, but also the era in which it was created. The questions in section 4.20.3 guide you in practising this important historical skill. You will find that the types of questions that you answer in this exercise can be used for any medieval artwork — in fact, they can be used to analyse artwork from any era. Keep them in mind whenever you are looking at history through artwork.

4.20.3 Developing my skills

Look at **Source 1** and first analyse it by completing the questions below.

- Describe what is happening in the artwork.
- What impression is the artist trying to make about the subject of the artwork (the nuns)?
- What are the figures doing?
- Can you identify the different roles among the figures?
- What sort of problems in dealing with historical sources do your answers to the above questions highlight?

You have learnt some of the history behind **Source 2** and the sort of information it presents. This helped assess its usefulness as a source. You should now be able to think about the effectiveness of **Source 1** as a historical source by answering the following questions.

- It is fairly certain that **Source 1** was created under the direction of Church authorities. Perhaps members of the clergy created it. How might that influence the way the nuns are presented?
- If this was the only source available on the role of nuns in the medieval Church, what conclusions might you draw? Would all your findings be correct?
- Why must historians be careful when looking at sources such as this?

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Complete this digital doc: Worksheet 4.7: Analysing illustrations

4.21 The heritage of medieval Europe

4.21.1 Introduction

Most modern European nations did not exist before the Middle Ages. France and Germany, Poland and Hungary, Sweden and Denmark, Russia and Spain: all of these nations have their origins in the Middle Ages. Many of their languages too developed in this period. The English language first emerged after the Angles and Saxons invaded Britain in the fifth century CE, but it was only after the French-speaking Normans invaded England in 1066 that the English language, with many words of French origin added to it, began to take the form with which we are now familiar.

The Byzantine Empire

Some European nations had origins in the ancient Greek and Roman world. But the traditions they developed belong to the Middle Ages. For example, Greece has its roots, including its language, in ancient times. However, much of what is today traditional in Greece belongs to the culture of the Byzantine Empire. The Byzantine Empire was an important power in the Middle Ages. Although it inherited Roman culture, transplanting it to the eastern Mediterranean world, it replaced the old Roman language, Latin, with Greek and adopted the Orthodox Christian faith.

4.21.2 New nations emerge through Christianity

Many of the modern nations of Europe emerged at more or less the time they adopted the Christian faith. What is now Russia, Ukraine and Belarus, but was then a single state called Kiev Rus, adopted Orthodox Christianity in 988 CE. The centre of Orthodox Christianity was the Byzantine capital, Constantinople. The Byzantine emperor was the head of the Orthodox Church. We have already seen that the centre of the Roman Catholic Church, which dominated western Europe, was Rome, and its head was the Pope. Most western and northern European countries adopted the Roman Catholic faith around the same period — at the end of the early Middle Ages. Christianity came to Denmark in 965, to Poland in 966, to Hungary in 1000 and to Sweden in 1164 (although one Swedish monarch had been baptised as early as 1000). Christianity was adopted in England somewhat earlier. It first reached English shores in 597, and had spread across the whole country within a century.

SOURCE 1 Photo showing the market square in Trier, Germany, with a copy of the cross (granted c. 958) indicating that the town had a right to hold a market there



Why rulers adopted Christianity

The Christian faith attracted many rulers in the later part of the Early Middle Ages. Firstly, its spiritual message had a universal appeal. Now that rulers were aware of cultures other than their own, the old local gods may have seemed limited compared with the Christian faith, which embraced the whole world. Secondly, the clergy were an educated elite. They were often the only people who could read and write, so could offer the ruler valuable support. Finally, the Church was a truly international institution with influence that stretched across many lands. In short, adopting Christianity added to a nation's influence in the Middle Ages. To be Christian was in the interests of any ruler.

4.21.3 Feudalism and the modern world

As a system of government, feudalism could not survive beyond the Middle Ages. Its existence depended on the inequality between a large class of peasants and a small class of wealthy, powerful families. The

centre of government was a king who often enjoyed absolute authority. In Australia there is no class of peasant farmers and no nobility, so it would be impossible for feudalism to exist here. Even so, our Head of State is an English monarch. Although we have a constitution that allows us to vote for a new government headed by a prime minister, that same **constitution** still acknowledges the role of an English monarch whose office originated hundreds of years ago in the Middle Ages.

SOURCE 2 A meeting room of the European Parliament, a body created to represent the common interests of European nations. Almost all its member states and candidate states have their origins in the Middle Ages.



4.21 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. When did the English language first emerge?
2. How did the Norman invasion influence the English language?
3. What was the main language and religion of the Byzantine Empire?
4. Draw up a timeline and place on it the approximate dates when the following nations adopted the Christian faith: Poland, Hungary, Denmark, Sweden, England and Russia.

Apply your understanding

5. Why do you think St Mary's Cathedral in Sydney was built in the Gothic style, which was an architectural style of the Late Middle Ages?
6. Find out which countries are member states and candidate states of the European Parliament. How many of these states first emerged in the Middle Ages? Try to find out *when* they emerged as nations, too.

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Complete this digital doc: Worksheet 4.8: The legacy of medieval Christendom

4.22 Research project: A letter from Joan of Arc

4.22.1 Scenario and task

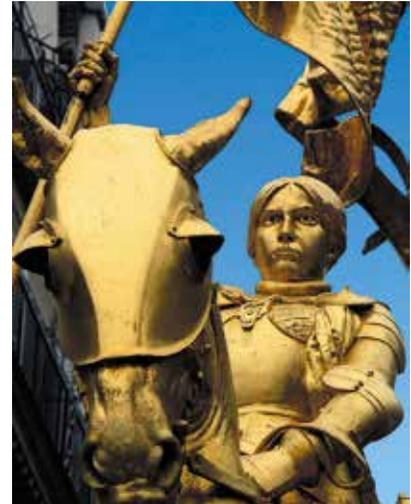
Historical scholars are abuzz with the news that a letter written by Joan of Arc has amazingly come to light in Rouen. The letter was found during the demolition of a medieval home. It was wrapped in waxed cloth and beautifully preserved. Experts have confirmed that the letter was written by Joan of Arc while she was being held captive by the English and shortly before she was burned at the stake.

Recreate, in English, the letter from Joan of Arc. You need to think about:

- who the letter is addressed to. For example, it might be written to her parents, a friend, the French king, the dauphin or those who accused her of witchcraft.
- what Joan of Arc might believe about why she was sold to the English and why the authorities wanted to burn her at the stake.

The letter should be at least 300 words in length. It is not a work of fantasy, so it needs to seem real and credible. For this reason you will need to research the story of Joan of Arc. Three possible letter openers are supplied in the Resources tab to guide you if you need a little inspiration.

Also try to discover facts about medieval life at this time in France, as this will add credibility to your letter.



4.22.2 Process

- Access your learnON title to watch the introductory video lesson for this project, located in the Resources tab.
- Then investigate each of the research topics listed below.
 - Background information
 - Joan as a leader
 - Politics and history

To discover extra information about Joan of Arc, you should find at least three sources other than the textbook. At least one of these should be an offline source, such as a book or encyclopaedia. The weblinks in the Resources tab will help you get started.

- In the Resources tab you will also find ‘Sample Letter Opener’ documents to give you inspiration.
- When you have completed your research, write the first draft of your letter. Work with a partner and use the ‘Peer review sheet’ in the Resources tab to review each other’s draft letters and suggest areas for improvement.
- Prepare your final letter and submit it to your teacher for assessment.

The square in Rouen, Normandy, where Joan of Arc was burnt at the stake



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- Go online to access additional resources such as templates, images and weblinks.

4.23 Review

4.23.1 Review

In this topic we have looked at changes in Europe during the Middle Ages. Some of these changes, we have learned, were to do with the way society and government was organised. We learned that the monarch's position was the most powerful in the social and political order called feudalism. Most people belonged to the peasant class. We also learned that the Church became very powerful and influential during this period. The feudal system lasted for centuries, but towards the end came under pressure as a result of social changes brought about by the Black Death and the growth of towns and a middle class of merchants.

KEY TERMS

abbess chief nun in a convent

abbey monastery or convent run by an abbot or abbess

abbot chief monk in a monastery

archbishop head bishop

artillery large mounted firearms such as the cannon

biological warfare method of warfare based on infecting the enemy with deadly disease

bishop clergyman who governs a diocese, a large church district

buckler small shield

caliph in Islamic countries, the chief civil and religious ruler and a successor to the Prophet Mohammed

cardinal leading clergyman who is a member of the Pope's Council, or Sacred College, and who has the power to elect the Pope from among his own group

catastrophe a disaster on a vast scale

cathedral main church of a diocese; contains the bishop's throne

clergy officials of the Church

cloister a covered walkway surrounding a quadrangle

concentric having a common centre

constitution written rules outlining how a country will be governed

contagion the spreading of disease

convent community of nuns

Crusader during the Middle Ages, someone who took part in a Crusade, an armed expedition against those believed to be enemies of the Church

curtain wall outer wall surrounding an inner wall in a castle

dauphin name given to the oldest son of the French king

deposed removed from a position of authority

duke in England, a lord whose status placed him just below that of a prince; elsewhere in Europe, a ruler of a small state called a duchy or dukedom

edict order issued by a monarch or other person in authority

exploit use dishonestly to one's own advantage

faith religious belief and practice

feudalism social order in medieval Europe

fief a gift, usually land, given by a lord to a vassal (or tenant) in exchange for loyalty and service

franklin in the fourteenth century, one who was a landowner but not a member of the nobility

Franks people of a group of a Germanic nation who ruled in western Europe from the sixth century CE

guild an association of people engaged in a particular trade or craft for the mutual benefit of its members

heretic a Christian who holds views that conflict with official Church teachings

Holy Land land in the Middle East which has significant importance for Christians, Muslims and Jews

holy relics the physical remains of someone or something very significant to a religious tradition

homage pledging duties and loyalty to someone of superior rank in the feudal system

Hundred Years' War a series of campaigns and battles over territory between the English and the French, and between warring French princes

illumination hand-painted illustration in a medieval book

joust combat between two mounted knights using blunted lances

keep innermost tower of a castle

lance a long wooden shaft with a steel point used as a weapon by mounted knights

leper person stricken with leprosy, a bacterial disease that causes ulceration of the skin, deformities and a loss of sensation

lord chief position in the feudal system below the monarch

mace iron-headed club

martyred killed or made to suffer because of religious beliefs

Mass Roman Catholic church service

middle class a class of people who traditionally fit in between a rich upper class and a working class. In medieval European society, this was the group in between the landowning aristocracy and the peasants or labourers who worked the land. They were usually small landowners or people involved in trade and commerce.

miracle an extraordinary act or event attributed to the power of God

missionaries people sent out by the Church to convert others to Christianity

moat water-filled defensive ditch surrounding a castle

Muslim a believer in Islam, the faith revealed through the Prophet Mohammed

Normandy now a French province, in the Middle Ages it was a dukedom in northern France

nun member of a closed community of women living under religious vows and rules

orb globe with a cross, symbolising a Christian monarch's rule

pagan one who worships many gods; someone who is not a Christian, Jew or Muslim

palisade tall fence made of pointed timber stakes driven into the ground

persecution a campaign to harm or punish people based on their religion, race or beliefs

pestilence fatal epidemic disease

phalanx body of foot soldiers in close battle order

pike long spear-like weapon carried by foot soldiers

pilgrim one who travels to a sacred place to show devotion to his or her faith

pillage to steal or plunder using force, especially during war

plague fatal epidemic disease; usually used in reference to the bubonic plague

Poll Tax a tax levied on every person, regardless of age, sex or income

reeve a magistrate administering law in a village

sacrament sacred Christian ceremony; in the Catholic Church, for example, baptism and marriage

saint a person honoured by the Church for having lived an especially holy life

sceptre rod symbolising royal authority of the monarch

sermon moral or religious lecture delivered by a priest

stirrups foot supports suspended from a saddle by straps

superstition a belief based on custom or fear rather than knowledge or reason

thatch straw used for making roofs

the West democratic countries dominated by European culture that have a generally high standard of living, such as the United States, Great Britain, Germany, Sweden and Australia

tithe barn a barn where peasants' produce is stored as a form of taxation

trebuchet heavy medieval siege machine that uses a sling to hurl large missiles

vernacular everyday language spoken by a particular group or class

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Go online to access additional end of topic resources such as interactivities and printable worksheets.



Try out these interactivities: Medieval Europe timeline (int-2945)

Medieval Europe word search (int-4086)



Complete these digital docs: Worksheet 4.9: Wordsearch

Worksheet 4.10: Summing up

Worksheet 4.11: Reflection

4.23 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Multiple choice quiz **online** only

Short answer quiz

1. List the main social groups in the feudal system.
2. What was the job of the miller in a village?
3. What is a trebuchet?
4. Who is the head of the Roman Catholic Church?
5. What is an illumination?
6. Who lives in a monastery?
7. Against whom did the Crusaders set off to fight in the Holy Land from 1095?
8. What is another name for the Black Death?
9. What was the Hanseatic League?
10. What is the name of the tax that led to the Peasants' Revolt in England in 1381?

Apply your understanding

11. **Sources 1** and **2** show everyday activities in medieval Europe. One of them is a domestic scene; the other shows a group of tradesmen at work. Prepare a PowerPoint presentation to show various activities in medieval Europe. Use primary sources, and include captions such as those with **Sources 1** and **2**. After your slides, conclude with a statement about what the pictures tell us about life in medieval Europe.

SOURCE 1 Illustration from a medieval manuscript showing a group of women at home



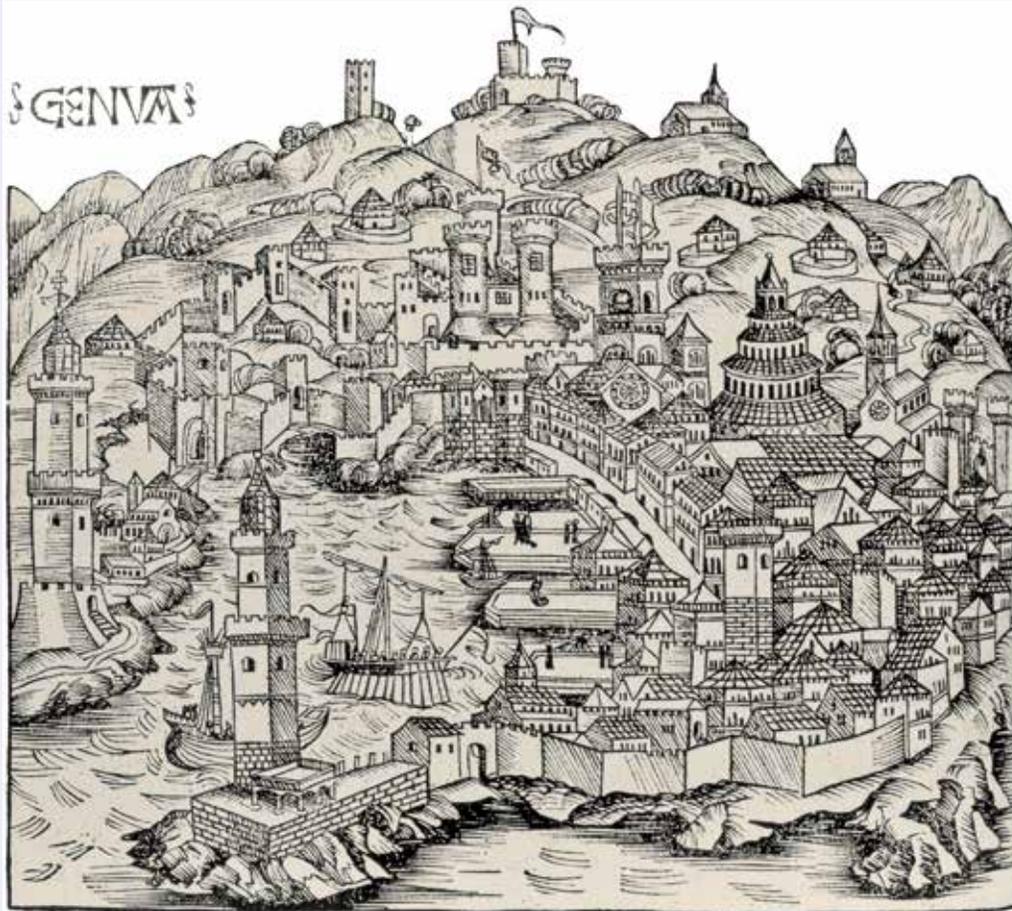
SOURCE 2 Illustration from a fifteenth-century manuscript showing a group of blacksmiths at their forge



Analysis and use of sources

12. Use the three Cs in the subtopic 4.20 SkillBuilder to analyse **Source 1**. How can we tell that these women are members of the wealthy nobility and not of the peasant class?
13. Use the three Cs from the SkillBuilder to analyse **Source 2**. Where would these tradesmen fit in the feudal system?
14. Use the three Cs from the SkillBuilder to analyse **Source 3**. Describe the various features of the city.

SOURCE 3 A medieval woodcut showing the city of Genoa, Italy. This artwork was created in the fifteenth century.



Back to the big questions

At the beginning of this topic several big questions were posed. Use the knowledge you have gained to answer these questions.

1. How was society organised during the Middle Ages?
2. How did society in the Middle Ages differ from our own?
3. What sorts of powers did rulers have during the Middle Ages?
4. What types of technology existed during the Middle Ages?
5. What was everyday life like during the Middle Ages?

TOPIC 5

The Ottoman Empire (c. 1299–1683)

5.1 Overview

Numerous **videos** and **interactivities** are embedded just where you need them, at the point of learning, in your learnON title at www.jacplus.com.au. They will help you to learn the content and concepts covered in this topic.

5.1.1 Links with our times

Every year, thousands of Australians travel to Gallipoli to commemorate the landing of the Anzac troops in 1915 during World War I. While visiting Gallipoli, many travel around Turkey and visit the city of Istanbul. When they do this, they are travelling through the lands and visiting the capital city of what was one of the world's great empires — the Ottoman Empire. This empire began in the thirteenth century, and it was against the Ottoman Empire that Australian troops fought at Gallipoli.

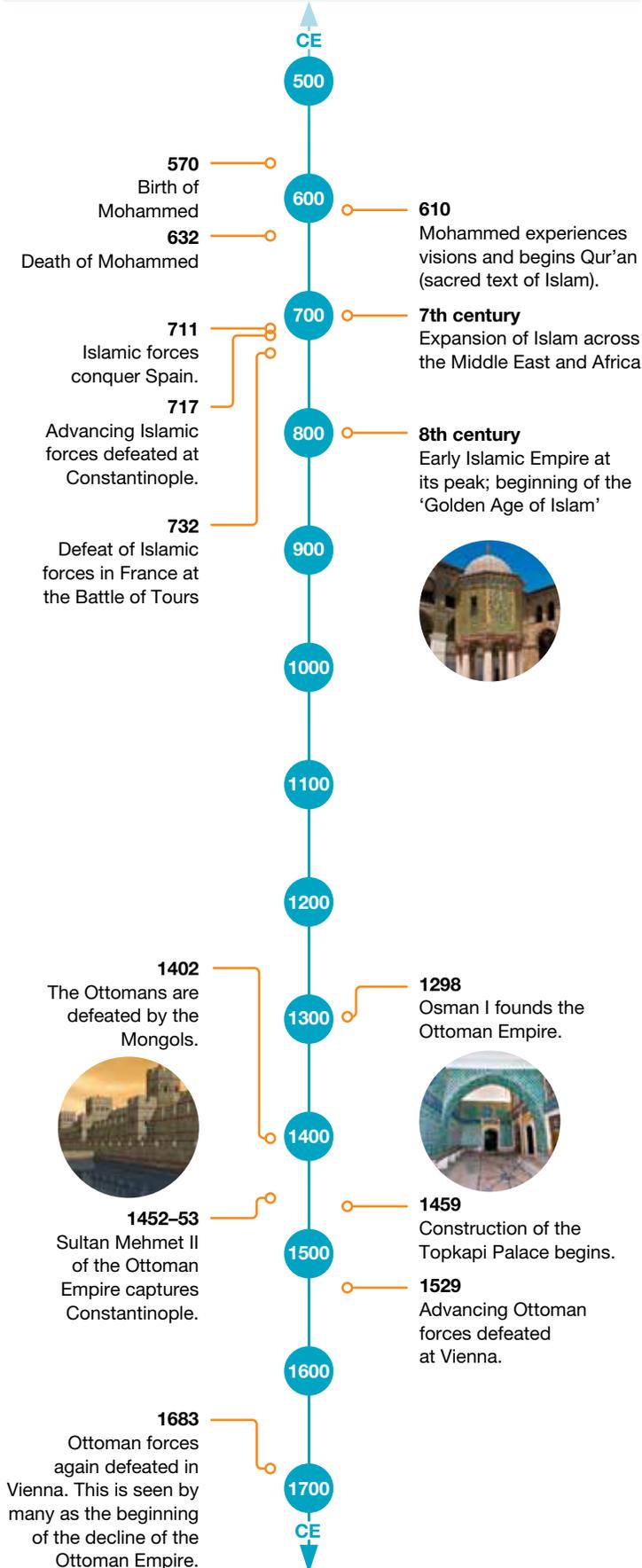
The Ottoman Empire lasted for over 600 years and had a huge impact on the modern world. It was also one of the great Muslim empires, where the religion of Islam was practised. Islam is one of the world's great religions. It has over one and a half billion followers, making it the second largest religion. There are significant Islamic communities in nations such as Great Britain, the United States and Australia. About two per cent of Australians follow Islam, and this number is steadily growing. The world's largest Islamic country, Indonesia, is a very close neighbour and friend of Australia.

In this topic you will learn about the Ottoman Empire and its dominant religion, Islam. This empire played an important role in shaping history. Although much of what you study may be new to you, you might be surprised to discover how much you already know.

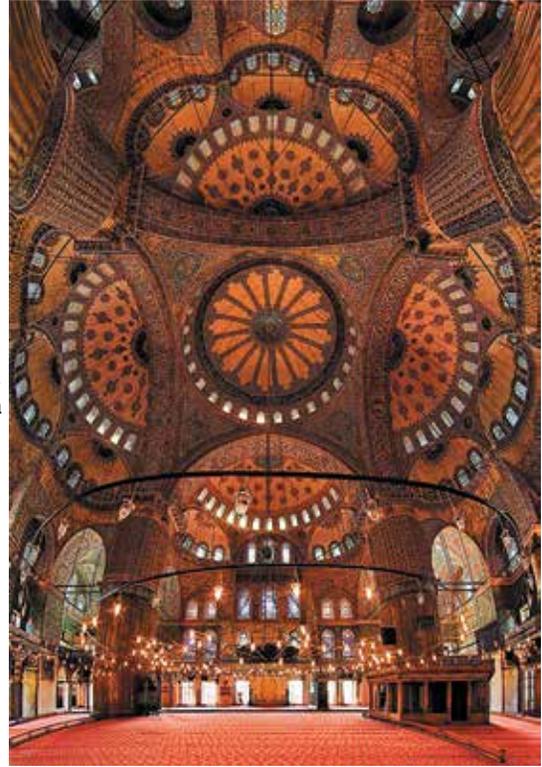
SOURCE 1 A photograph of Istanbul (known as Constantinople during the time of the Ottomans). The large building that dominates the picture is an Islamic place of worship known as the Blue Mosque, built between 1609 and 1616.



SOURCE 2 A timeline of the Ottoman Empire



SOURCE 3 Inside the Blue Mosque



Big questions

As you work through this topic, look for information that will help you to answer these questions:

1. What were the main features of Ottoman society?
2. How important was Islam in Ottoman society?
3. How was religious tolerance practised in the Ottoman Empire?
4. What was the contribution of Islamic and Ottoman scholars, writers, scientists and doctors to human knowledge and culture?
5. Who were some of the most influential and important Ottoman rulers? Why were they so important?

Starter questions

1. What do you know about Islam?
2. Which modern day country was the centre of the Ottoman Empire?
3. Examine **Source 1**. How big does the Blue Mosque appear to be? What does this tell you about the importance of religion to the Ottoman Empire?
4. Can you name two Islamic countries in our region?

5.2 How do we know about the Ottoman Empire?

5.2.1 The Topkapi Palace

The Ottoman Empire existed until the twentieth century and so there are many surviving sources that tell us about the origins and lives of the Ottomans. These include written sources, artwork, oral traditions and archaeological discoveries. In this subtopic, we will concentrate on one particular aspect — Ottoman architecture. By examining the buildings made by the Ottomans, we can learn a lot about their lifestyle, culture and technology. In particular, this subtopic will focus on the Topkapi Palace. This palace was built by **Sultan** Mehmet II in the fifteenth century to celebrate his conquest of Constantinople.

SOURCE 1 Topkapi Palace, with the Marmara Sea in the background



SOURCE 2 The Sultan's Hall in the Topkapi Palace



SOURCE 3 Inside one of the highly decorated rooms in the harem's courtyard



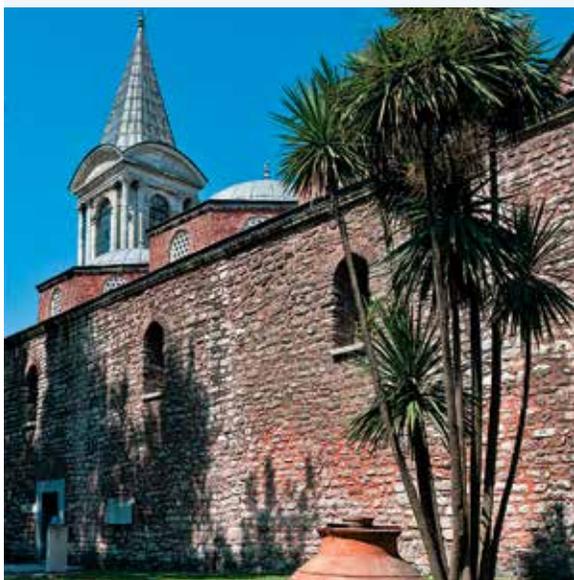
Construction of the palace began in 1459. Various sultans added to the layout, and many renovations have seen the palace change over the years. The palace had two main roles: it acted as the centre of government, and was the residence of the sultan and his family.

By looking at some of the features of the palace, we can learn a lot about the Ottomans.

- The Sultan's Hall, as shown in **Source 2**, where the sultan sat on his throne is evidence of the power of the sultan.
- The sultan provided generously for his family. He had a special courtyard and buildings of over 400 rooms constructed for his **harem**, as shown in **Source 3**. As well as his wives, the sultan's mother, **concubines**, children and servants lived here. Entry without special permission was forbidden.
- The Tower of Justice, as shown in **Source 4**, is the tallest structure in the palace and symbolises the sultan's fight against injustice. It was designed to be seen by all the residents of Constantinople.
- The gate into the second courtyard of the palace, known as the Middle Gate or Gate of Salvation, as shown in **Source 5**, bears the inscription, 'There is no God but Allah and Mohammed is his prophet'. This is one of the most important concepts in the Islamic religion.

So much can be learned from examining and studying buildings. This topic will look at other buildings, as well as a great variety of other sources, to help inform us about the Ottomans.

SOURCE 4 The Tower of Justice



SOURCE 5 The Gate of Salvation



DID YOU KNOW?

Even the sultan's eunuchs had their own courtyard. But beside these rooms is a less pleasant room: the room where boys and young men were castrated to become eunuchs.

5.2 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. What were the two main purposes of the Topkapi Palace? ▶

Apply your understanding

2. **Source 2** shows the sultan's throne room. Can you identify the features of the room that might demonstrate the power of the sultan?
3. Examine **Source 3**. The tiling and architecture is very ornate and would have been expensive to construct. What conclusions can be drawn about the wealth of the sultans and the status of the harem?
4. Examine **Source 4**. Why do you think the sultan may have chosen a tower to be a symbol of justice, instead of another traditional symbol, such as scales or a sword?
5. **Source 5** bears an inscription that clearly demonstrates a link to Islam. If the sultan ordered this inscription to be placed in such a prominent place, what does this say about the importance of Islam in the Ottoman Empire?
6. Why do you think the sultan may have wanted his harem to be guarded by eunuchs?

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 Complete this digital doc: Worksheet 5.1: Analysing architecture

5.3 Mohammed and the beginning of Islam

5.3.1 Mohammed, the prophet

The beginning of Islam can be traced to one man — Mohammed. He founded the religion and is believed by Muslims to be the prophet who communicates the will of God to all people.

Mohammed was born about 570 CE in the town of Mecca. After losing both his parents by the age of six, he was brought up first by his grandfather and then by his uncle. He worked for a while as a shepherd and, as a young man, he worked for a wealthy widow named Khadija. He was in charge of a camel caravan carrying goods from Mecca to Damascus. Khadija was so impressed by Mohammed that, despite being 15 years older than him, she proposed to him when he was 25.

During this time, trade in Arabia was changing. Rather than trading in just basic necessities, merchants traded in luxury goods such as incense, spices and silks. A few people became very rich through this trade. However, they tended to neglect traditional family responsibilities.

Through their involvement in trade, the Arabians came into frequent contact with Christians and Jews. Mohammed saw the contrast between the practices of these religions, particularly their belief in one god (a belief known as monotheism) and the practices in Mecca, where people worshipped many gods (known as polytheism) and made sacrifices to idols.

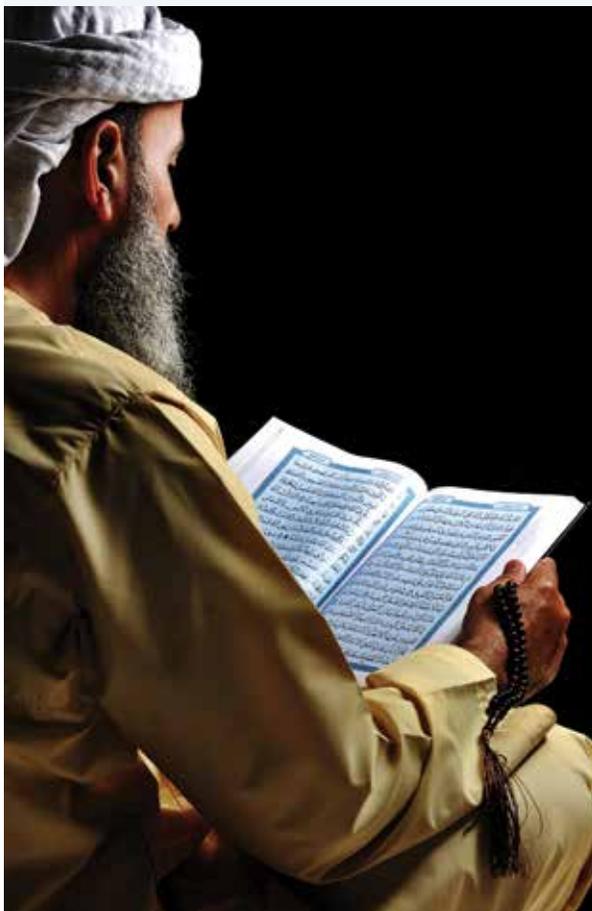
As husband to a wealthy wife, and having completed extensive travel, Mohammed had much time for meditation and deep thought. For 15 years he contemplated what he saw. Muslims believe that when he was 40 he received **revelations** from God. These revelations were eventually written down and collected together as the Qur'an (also known as the Koran), the sacred book of Islam. They included teachings on religious, social and political issues.

Mohammed began to preach to the people of Mecca. Instead of worshipping many idols, he asked them to worship the 'one true God', known in Arabic as Allah. *Islam* means 'submission' to the will of Allah. Although the message was originally conveyed to the Arabic people, it was a universal message and Mohammed became a prophet of all mankind.

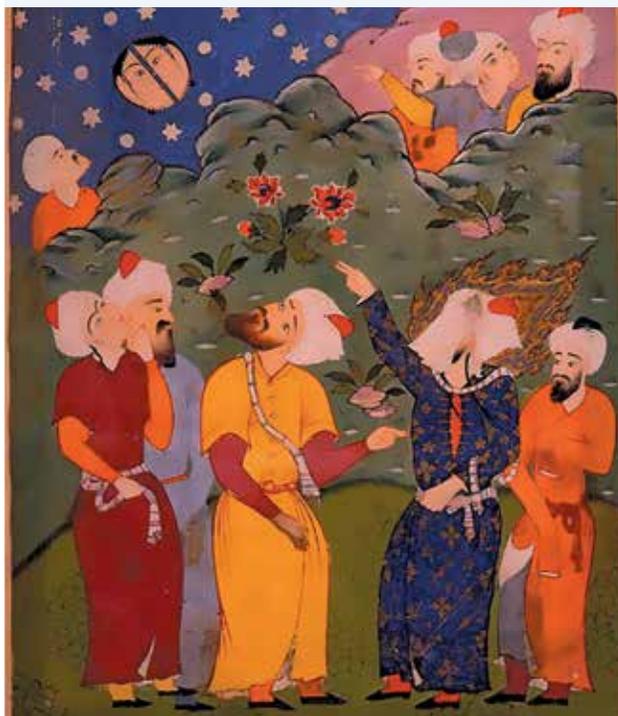
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 Explore more with this weblink: The Prophet Mohammed

SOURCE 1 A Muslim man reads the Qur'an.



SOURCE 2 An illustration dating from the sixteenth century of the Prophet Mohammed splitting the Moon. It is claimed he performed this miracle to convince sceptics he was the true Prophet of God. This is why the crescent moon is one of the main symbols of Islam. Note that Mohammed's face is covered as Islamic teachings prevent any images of his face being shown.



DID YOU KNOW?

The name Mohammed, when taking into account the 14 varieties of its spelling, is believed to be the most common name in the world.

5.3.2 Forced to flee Mecca

Many people in Mecca came to accept Mohammed's teaching, and a community of Muslims (sometimes also called Mohammedans) developed. However, other groups felt threatened by these teachings.

These groups included:

- those who had become rich out of the trade in luxuries, and who feared losing their influence
- those who felt threatened by attacks on their religion.

For some time, Mohammed was able to resist the opposition of these critics, but then two of his closest supporters died — his uncle and then his wife, Khadija. Mohammed was in despair but then he received an invitation from the town of Medina to the north. He left Mecca in 622 CE. This migration, called the *Hjira* in Arabic, is the date from which the Muslim calendar begins.

Mohammed spent the next eight years in Medina. His supporters won a number of battles against his opponents, most notably the Battle of Badr in 623 CE. By 630 he had returned to Mecca as the recognised prophet. Mecca was traditionally the centre of the Arabian religion, centred on the sacred shrine called the *Ka'ba*. Mohammed had the idols in the *Ka'ba* destroyed and turned it into the holiest Muslim shrine. Two years later, Mohammed died.

SOURCE 3 A map of the world of Islam in 750 CE



5.3 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Copy this incomplete chronology of Mohammed’s life and fill in the missing details.

Year	Mohammed’s age	Event in his life
570	Birth	Mohammed’s birth
576	6
.....	25
.....	40
622
630
632	Died in Mecca

- What event marks the beginning of the Muslim calendar?
 - What year is it today in the Muslim calendar?
- What two earlier religions had a great influence on the development of Islam?
 - Explain the difference between monotheism and polytheism.

Apply your understanding

- Study the map in **Source 3** and answer the following questions.
 - Identify the major powers in the Mediterranean region in about 750 CE.
 - What general name is given today to the region covered by Saudi Arabia, Persia and Syria, as well as others?
 - Explain why Muslims were in a good position to trade with Asia and to bring together ideas from the East and the West.
- Examine **Source 2**. Using the internet, investigate the story of the splitting of the Moon. What claims were made about the story?
- Source 1** shows a man reading the Qur’an. Outline the importance of the Qur’an in Islamic belief and practice.

5.4 The spread of Islam

5.4.1 The attraction of Islam

In less than a century, Islam had spread across Africa and west into southern Spain while, to the east, Persia and parts of India were converted. How was Islam able to spread so quickly?

It is difficult to explain the reasons for the rapid spread of Islam. A large range of religious, military, economic, political and social factors contributed to the expansion.

- Islam was warmly welcomed across Africa as the Arabs were seen to be more like the Africans than previous rulers.
- The two powers most able to resist the spread of Islam, the Byzantine and Persian empires, had both been weakened by centuries of warfare.
- Muslim missionaries were very persuasive and successful in converting people and rulers. The newly conquered peoples were impressed by the zeal of the Muslims, who believed they were inspired by the will of Allah.
- Muslim traders established strong relationships with their neighbours, spreading the word of Allah.
- The leader of the Muslim world, the **caliph**, was both a spiritual and political leader. This increased his prestige and authority and made him very difficult to challenge. Many of the early caliphs were very capable rulers.
- Using camels as cavalry meant that Muslim forces could travel long distances through difficult terrain, often allowing them to attack with little or no warning.
- The word *Islam* means to 'submit'. By submitting to Allah, the Arabic people became a more disciplined and inspired group of people. This showed in their lives and military victories.
- Conquered people were allowed to keep their religion and were usually only required to pay extra tax. This kept local populations content and so resources were not needed to control societies and maintain law and order.

SOURCE 1 Some important events in the spread of Islam

Year (CE)	Event
632	Arabia conquered
635	Syria and Palestine conquered
637	Persia (Iran) and western India conquered
638	Jerusalem conquered
639	Egypt conquered
680	North Africa conquered
711	Spain conquered
717	Defeat at Constantinople
732	Defeat in France

5.4.2 The caliphs

Divisions emerge

The first four caliphs were direct relatives of Mohammed. They are known as the 'Rightly Guided Caliphs'. But, with the assassination of Caliph Ali in 661 CE, divisions began to emerge. One denomination, the Sunnis, believed that the caliph was the keeper of the faith set out by Mohammed and could not alter it. They believed the caliph could be chosen and any heirs of the first four caliphs could rightly be called the caliph. However, the other major denomination, the Shi'ites, believed only blood relatives and descendants of Mohammed and the fourth caliph, Ali, could be called the caliph. The Shi'ites rejected the legitimacy of the first three caliphs. Both groups, however, still followed the Qur'an.

The Umayyad caliphate (661–750 CE)

The caliphs who came to power after Ali are known as the Umayyads. They made Damascus in Syria their capital. Arabic became the official language of the government, replacing the previously used Greek and Persian. The Umayyads were famous for their buildings and they used skilled craftsmen to build and decorate. They have generally been seen as good rulers who promoted the growth of Islam.

SOURCE 2 A map showing the spread of Islam by 750 CE. The Byzantine Empire was an Orthodox Christian empire.



The Umayyads strongly believed that rulership of the Muslim world should stay in their family. However, over time, people came to believe that the Umayyads were not acting as good Muslims and had lost their way. They started to become unpopular and, ultimately, a group of Muslims in Persia rebelled and a civil war began.

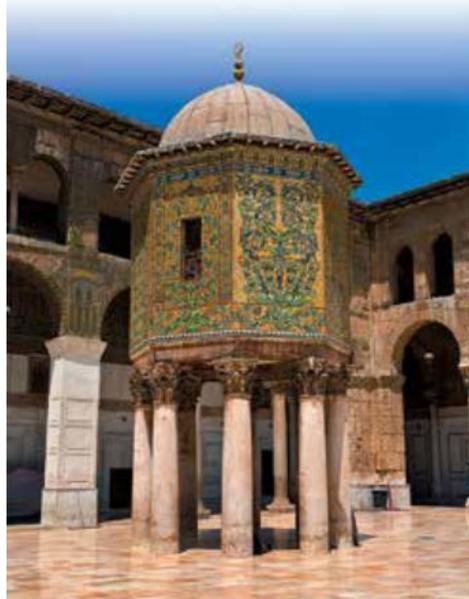
DID YOU KNOW?

The Umayyads established a postal system so messages could be sent quickly across their lands by riders on horseback.

The Abbasid caliphate (750–1055 CE)

Following the Battle of the Great Zab in 750, the Abbasid family came to power. They were directly related to Mohammed's uncle and so they believed they were the legitimate rulers. Arabic became the official language for all people in their lands and the capital was moved to the Persian city of Baghdad. One of their most notable achievements was to create the first paper-making factory outside of China.

SOURCE 3 The Great Mosque in Damascus, built by Caliph al-Walid in 706 CE





5.4 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Outline the main difference between the beliefs of the Sunni and Shi'ite Muslims in regards to the caliph.
2. List one major achievement for the Umayyad caliphate and one for the Abbasid caliphate.
3. What is a missionary?

Apply your understanding

4. Using information from **Sources 1** and **2**, describe the speed and extent of the spread of Islam during the seventh and eighth centuries.
5. Imagine you are living in the Middle East in the seventh and eighth centuries when your land has been conquered by Muslim warriors.
 - (a) What might be your impression of these people?
 - (b) Write a short speech encouraging people to join with the Muslim forces and convert to Islam.
 - (c) Write a short speech encouraging people to resist the Muslim forces and retain their old beliefs.
6. Historians have identified many reasons to explain the rise of Islam. Why do think it might be so complicated to explain? Do any of the reasons given seem more powerful to you than others? Justify your response and compare it with others in your class.
7. The division between Sunni and Shi'ite still remains today. Research which countries follow each branch of the religion.

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Complete this digital doc: Worksheet 5.2: The beginnings and spread of Islam

5.5 The golden age of Islam

5.5.1 Education and medicine

From the beginning, the Islamic Empire turned its mind and creative energies toward the study of the world in which we live. Developments in the arts, philosophy, science, medicine and mathematics lead many to refer to this time as the golden age of Islam. Islam drew on the knowledge of the Greeks and Romans in the west and from India and China in the east to make important contributions to human knowledge.

Education

One of the main reasons for the creativity and brilliance of the achievements of the Islamic people was their love of learning and the great importance placed on education.

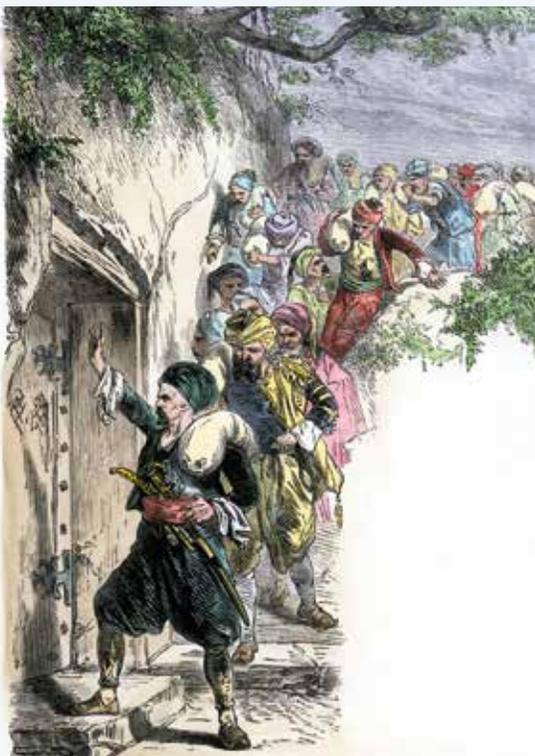
The Islamic world built many universities where law, languages, mathematics, science and medicine were studied. Great literature was written, such as the *One Thousand and One Nights*, which includes the famous stories of Ali Baba and Sinbad the Sailor.

Perhaps the highest point of Islamic learning came in 832 CE when the House of Wisdom (*Bayt al-Hikma* in Arabic) was established in Baghdad as a collection of world knowledge. It was one of the great libraries of history. It was destroyed by Mongol invaders in 1256.

SOURCE 1 Some sayings of the Prophet Mohammed that encouraged learning

He who pursues the road of knowledge Allah will direct to the road of Paradise ... The brightness of a learned man compared to that of a mere worshiper is like that of a full moon compared to all the stars ... Obtain knowledge; its possessor can distinguish right from wrong; it shows the way to Heaven; it befriends us in the desert and in solitude, and when we are friendless; it is our guide to happiness; it gives us strength in misery; it is an ornament to friends, protection against enemies ... The scholar's ink is holier than the martyr's blood ... Seeking knowledge is required of every Muslim ...

SOURCE 2 'Open sesame' was the password used by the forty thieves to store their plunder in *One Thousand and One Nights*.



SOURCE 3 A thirteenth-century illustration showing a teacher instructing students in the House of Wisdom. Note the stacks of books in the background.



Medicine

Islamic scholars studied the works of the Greeks and Romans as the basis for their medical knowledge. Some of the main medical texts that were used until recently were written by Muslims during this time. One of the greatest doctors of the time, al-Rhazi, lived from 865 to 925. He studied medicine at Baghdad University and was later put in charge of the hospital in Baghdad. He wrote over 100 books on medicine, with the most famous book, the *al-Hawi*, being an encyclopaedia of medical knowledge at the time. In it, he recorded the opinions of Greek, Syrian, Hindu and Persian writers on how to treat various conditions. He then added his opinions. This shows that he and other Islamic doctors had open minds about medicine — something that was not reflected by some other cultures of the time.

5.5.2 Astronomy, geography and mathematics

Inspired by earlier works, Arabic scientists were fascinated by the stars and the planets. In 771 the caliph of Baghdad built an observatory to study the stars. By learning more about the stars, Islamic scientists could develop charts that helped their sailors navigate and enabled their traders to travel more quickly by sea.

The field of mathematics is yet another area greatly advanced by Islamic scholars. Have you ever tried to use Roman numerals? Examine **Source 4**. Notice there is no zero. Although Roman numerals were an important development that simplified counting, they were unable to handle complex equations. The development of the Arabic numeral system enabled mathematicians to make more complex mathematical discoveries.

SOURCE 4 A table of various number systems

Roman	Arabic	Today
	.	0
I	١	1
II	٢	2
III	٣	3
IV	٤	4
V	٥	5
VI	٦	6
VII	٧	7
VIII	٨	8
IX	٩	9
X	١٠	10
XI	١١	11
XII	١٢	12
XV	١٥	15
XX	٢٠	20
L	٥٠	50
C	١٠٠	100

Islamic mathematicians also made great advances in the use of algebra and trigonometry. One of the most famous was Mohammed ibn Musa al-Khwarizmi (c. 780–850 CE). He wrote a famous text on algebra and geometry; as well as advancing mathematics, these writings were important to developments in navigation and sea travel.

SOURCE 5 Al-Khwarizmi, depicted in this nineteenth-century woodcut, was a famous Islamic mathematician and astronomer.



DID YOU KNOW?

The mathematical term *algebra* comes from the Arabic word *al-jabr* (try saying it out loud), meaning 'restoration'. Algebra was widely used by Muslim mathematicians.

5.5 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

- List four civilisations that influenced Islamic science.
- Outline two advances in medical knowledge made by Islamic doctors during this time.
- What was the House of Wisdom?
- Based on the information in subtopic 5.5, create a timeline showing the development of the golden age of Islam. Include the events from the lives of some of the famous Islamic scholars.

Apply your understanding

- Examine **Source 1**. Which of these sayings do you believe gives the best reason for why you should study and learn?

- Source 2** shows a scene from *One Thousand and One Nights*. Find a copy of this book. Do any of the stories seem similar to other stories you have read or heard? What might this suggest about Islamic influence on some Western literature?
- Examine **Source 5**. What conclusions can be drawn about Islamic interest in astronomy?
- Source 4** shows us the system of Roman numerals. Why do you think moving to the Arabic system of numbering helped advance mathematics?
- Using the sources available in this subtopic, write a paragraph to support the following statement: 'The golden age of Islam was based on a love of learning and knowledge.'
- Why do think this period is known as the 'golden age of Islam'? Do you think this is an accurate description?
- There are many other famous Islamic scientists and doctors from the Islamic golden age. Research one and report your findings to the class. People you might like to research include doctors such as Hunayn ibn Ishaq, ibn Sina and Abu Ali Hasan ibn al-Haitham, and scientists such as Sind ibn-Ali.

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 Complete this digital doc: Worksheet 5.3: The golden age of Islam

5.6 The beginnings of the Ottoman Empire

5.6.1 Two powers of the Early Middle Ages

About 1200 CE, the Middle East was made up of a series of states competing for dominance. The major powers of Persia and Byzantium were being affected by a variety of new forces. To understand the success of the Ottomans in dominating this area, it is important to look at both of these older powers, as well as some of the forces that helped to destabilise the region.

The Byzantine Empire

In the fourth century, the Roman Empire was divided in half and Constantinople became the capital of the Eastern Empire. This empire was known as the Byzantine Empire (from Byzantium, the old name for Constantinople).

The Persian Empire

Based in modern-day Iran, the Persian Empire had existed in various forms for over a thousand years.

The forces for change

The situation in the region was changing, driven by a number of factors. The spread of Islam and its impact on the Middle East has already been examined. Other factors included the:

- *Seljuk Turks*. These were originally nomadic herdsmen who had come

SOURCE 1 A map of western Asia (the Middle East) around 1200, showing the older states of Byzantium and Persia and some of the new influences



out of Central Asia. They had fought as soldiers for Persia, adopted the Islamic religion and settled in part of modern-day Turkey.

- *Venetians*. Venice is an island city in the north-east of Italy. A flourishing trade was developing between China and India in the east and western Europe. Venice played a dominant role in this trade.
- *Crusaders*. Soldiers in France and Germany responded to the call by the Pope to fight the ‘infidels’ and to defend Constantinople. As well as fighting to take the Holy Land from the Muslims, the Crusaders took the opportunity to attack Jews and Orthodox Christians.

5.6.2 Establishment of the empire

The Ottoman Empire was founded by the Seljuk Turk Osman I, who ruled from 1298 to 1326. The word *Ottoman* was based on a European form of his name. Osman captured Bursa from Byzantine rule in 1326 and made it his capital. The following three factors help to explain how the Ottoman Empire spread its influence.

Involvement in trade

The Ottomans were in a position to take part in the major trading routes: between Europe and China by the Silk Road; from India by land and sea; and from Africa along the pilgrimage routes to Mecca, as shown in **Source 2**. Profits from trade brought the money to wage wars, but trade also brought ideas and technology, such as the use of the cannon.

SOURCE 2 A map of major trade routes about 1200 CE



Adoption of Sunni Islam

The Ottomans, like their neighbours to the east and the south, followed Islam. The Ottomans were Sunni, a branch of the religion that was generally more tolerant to Christians and Jews than other Islamic denominations.

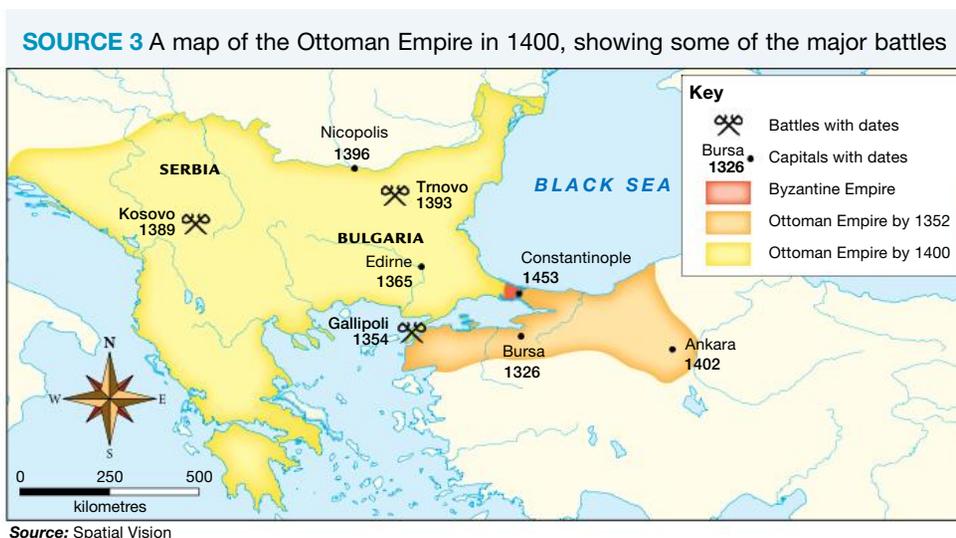
A military tradition

The Ottomans already had a strong military tradition that they had developed as soldiers for Persia. They set up their own state and were initially able to defend themselves against the Mongols from the east.

5.6.3 Early expansion of the empire

Under Osman's successor Orhan (1326–1362), the Ottomans began taking possession of all the Christian states on the eastern side of the Black Sea. They could not move further into Europe while the Dardanelles were in Christian hands, as this controlled access to the Black Sea. Suleiman, Orhan's son, laid siege to Gallipoli. When an earthquake on the night of 1–2 March 1354 destroyed the walls of the Gallipoli fortress, Suleiman immediately occupied the fort and conquered the region.

The Ottomans captured the Byzantine city of Edirne, which became their new capital, in 1365. From here the Ottomans advanced into the Balkans, bringing an end to the Serbian Empire at the battle of Kosovo in 1389 and the Bulgarian Empire at the Battle of Tmovo in 1393.



Defeat by the Mongols

Ottoman expansion came to a halt at the start of the fifteenth century with a conflict on its eastern border. The Mongols ruled an empire that stretched across Asia from Iraq to India. The Ottoman sultan at the time was Bayezid (1389–1402). The opposing forces met in Ankara in 1402; the Ottomans suffered a serious defeat and Bayezid was captured and killed.

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Deepen and check your understanding of the topic with the following resources and auto-marked questions:
🔍 Ottoman Empire

5.6 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. Note: Question numbers may vary slightly.

Check your understanding

1. Which were the two major powers in the Middle East during the Early Middle Ages?
2. Where did the Seljuk Turks originally come from?
3. When did the Ottoman Empire begin? From where did it get its name?

4. Place the following dates on a timeline and match them with an event examined in this subtopic:

1298	1326	1354	1389	1393
------	------	------	------	------

5. Answer the following questions using **Source 3**.
- Name the two Ottoman capitals and the date each city became the capital.
 - Use a current atlas to list the modern-day countries that were added to the Ottoman Empire between 1352 and 1400.

Apply your understanding

6. From a study of **Source 2**, explain the part that trade played in Bursa, Edirne and Constantinople becoming major cities.
7. Many battles are listed in this subtopic. Research one of these battles and answer the following questions.
- Who was the battle between?
 - Why was the battle fought?
 - What tactics were used in the battle?
 - Why was the victorious side able to win?
 - What was the significance of this battle?

5.7 The capture of Constantinople

5.7.1 The capture of Constantinople

Following Bayezid's death in 1402, there was a period of confusion when his sons fought each other for power. Restoration of the empire began under Murad II (1421–1451), and a victory at the Second Battle of Kosovo (1448) re-established Ottoman rule in the Balkans. Murad II died three years later and was succeeded by his nineteen-year-old son, Mehmet II. By this time Constantinople, the capital of the Orthodox Christian Byzantine Empire, was completely surrounded by Ottoman-controlled territory, and Mehmet's military advisers persuaded him that a great victory at the city would help him secure his position.

SOURCE 1 Sultan Mehmet II gives his reasons for attacking Constantinople.

The ghaza [holy war] is our basic duty as it was in the case of our fathers. Constantinople, situated in the middle of our domains, protects our enemies and incites them against us. The conquest of the city is, therefore, essential to the future and the safety of the Ottoman state.

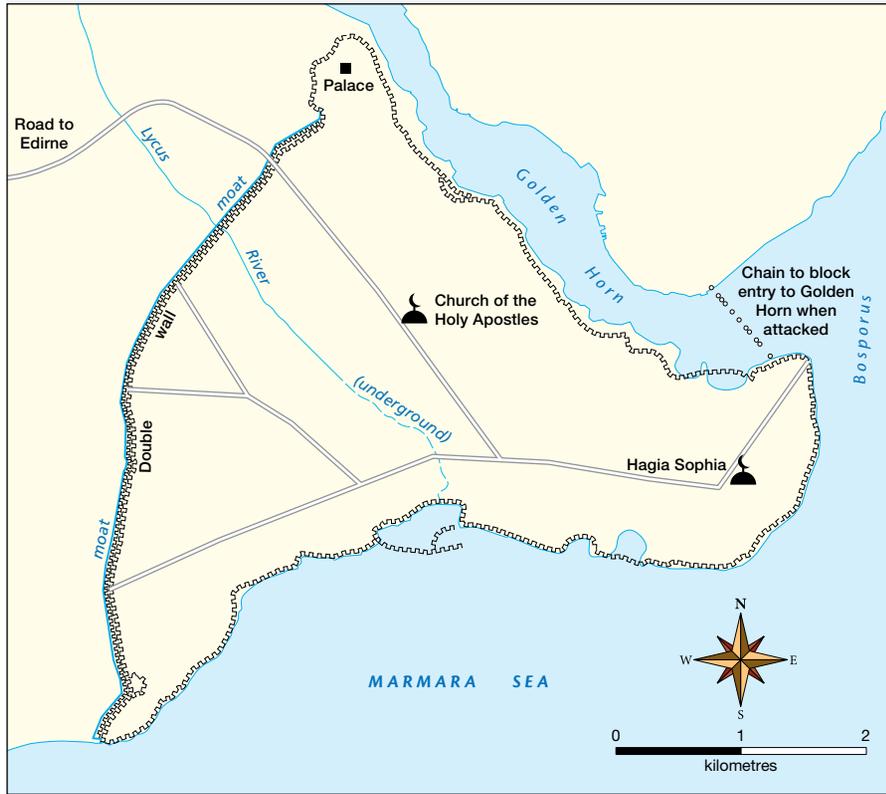
SOURCE 2 Candarli Halil, adviser to the sultan, warns Constantinople that Sultan Mehmet is more of a danger to them than the previous sultan.

You stupid Greeks ... I have known your cunning ways long enough. The late Sultan [Murad] was a tolerant and conscientious friend of yours. The present Sultan Mehmet is not of the same mind. If Constantinople eludes his bold and impetuous grasp it will only be because God continues to overlook your wicked and devious schemes.

The defences of Constantinople

For over a thousand years the rulers of Constantinople had built and maintained strong defences. On the seaward sides, steep cliffs and walls made access difficult. The Golden Horn, the strip of water at its north, could be closed off in times of attack by a heavy chain running from shore to shore. On its western side it was defended by a moat and two walls.

SOURCE 3 A map of Constantinople showing its major defences



SOURCE 4 An artist's impression of the western walls of Constantinople



Ottoman offence

Gunpowder and use of the cannon had originated in China and they were probably brought over by the Mongols. The Ottomans were quick to adopt them in warfare. In November 1452, one cannon was used to sink a Venetian ship sailing along the Bosphorus, but a larger one was built to attack Constantinople. It was 8.4 metres long with a wall 20 centimetres thick. It could fire a cannonball of 600 kilograms a distance of 1.6 kilometres.

Cannons did not have their own carriage and so a special cart, pulled by 30 oxen, had to be built to move them. Roads and bridges had to be strengthened to take the weight. The early cannons had other disadvantages, apart from their weight. Having no carriage, they were laid in a pit in the ground with wood to support the rebound. Adjustment to hit a target was a matter of trial and error and it took so long to prepare them for firing that they could be used only about eight times a day. There was also always the chance of a cannon itself exploding, killing all those around it.

SOURCE 5 The Dardanelles Gun. This cannon, built in 1464, was cast in bronze and weighed 18.4 tonnes. It was built in two parts that could be screwed together using a large lever as a spanner.



DID YOU KNOW?

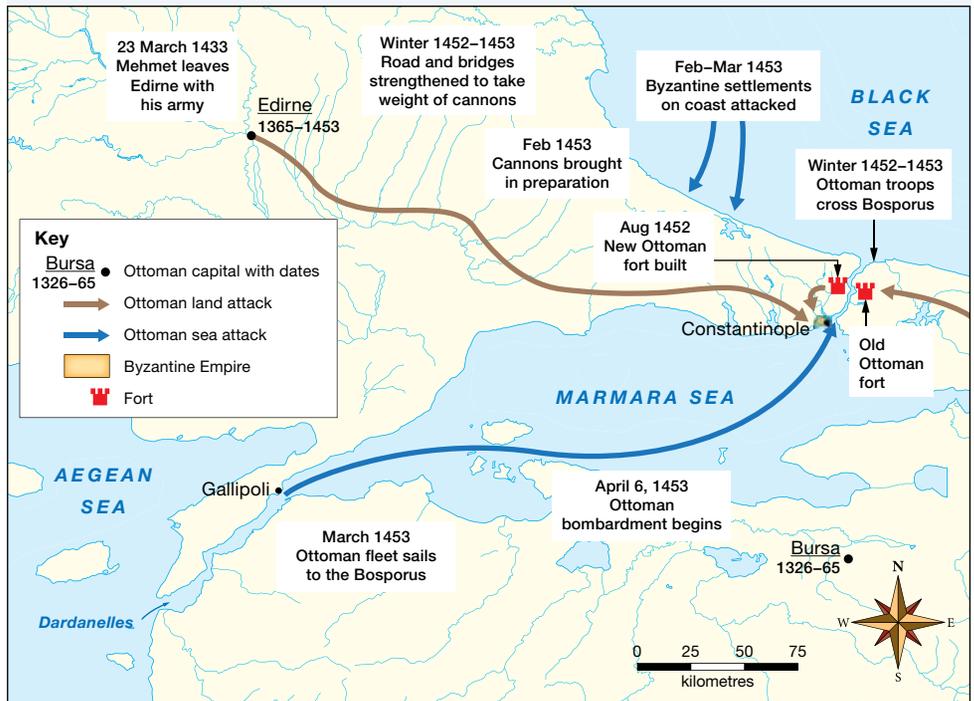
The Dardanelles Gun was still in use in 1807 when it fired at British ships, killing 28 British sailors.

5.7.2 The attack

Sultan Mehmet's base was the Ottoman capital of Edirne, about 250 kilometres west of Constantinople. To defend the Bosphorus, in April and August 1452, the Ottomans built the fortress of Rumeli Hisar on the western bank. With an earlier fortress on the other side, the Ottomans could now control shipping along the Bosphorus.

In late August 1452, Mehmet inspected the walls of Constantinople and then returned to Edirne to prepare for the attack. Over the winter of 1452/53,

SOURCE 6 Map showing the preparations for the attack on Constantinople



Constantinople prepared for a siege by reinforcing its walls and bringing in extra supplies of food, while Mehmet strengthened the roads between Edirne and Constantinople so that he could bring in his cannons to attack the walls of Constantinople.

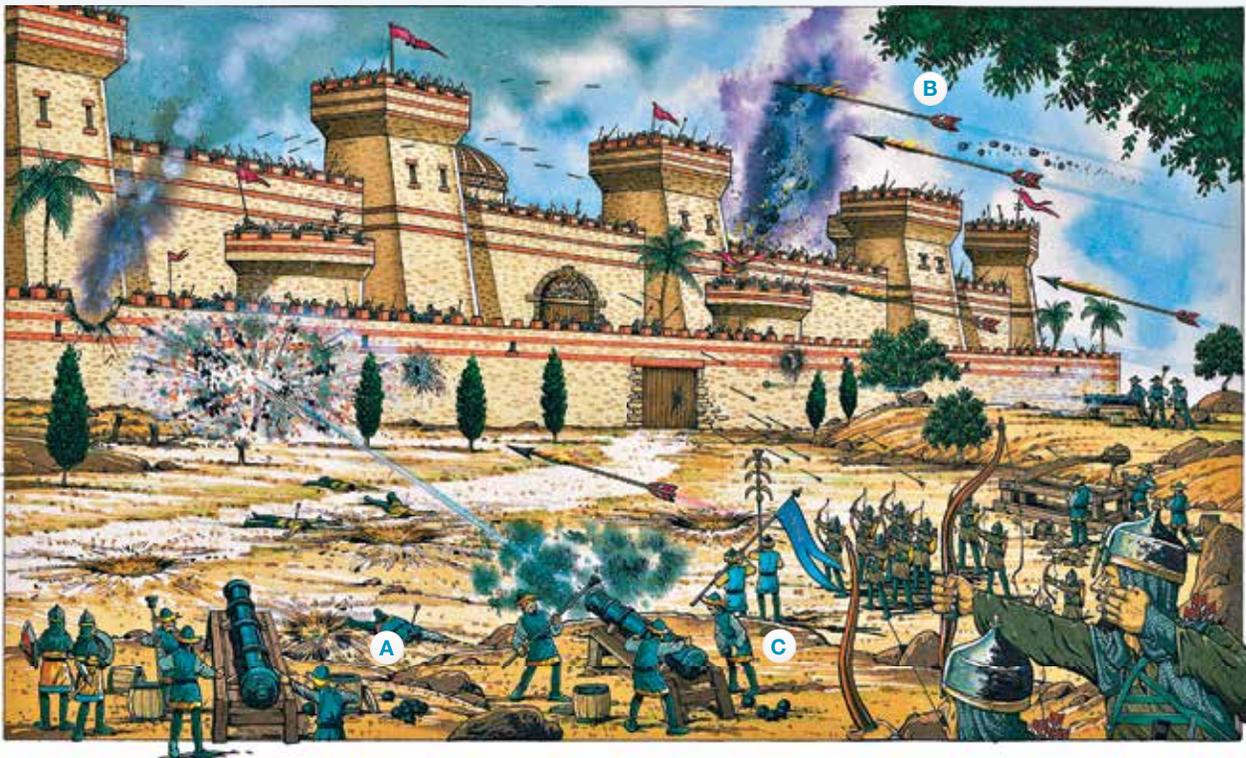
The Ottoman siege of Constantinople began in March 1453:

- Cannons were brought from Edirne to face Constantinople.
- The Ottoman navy assembled in Gallipoli and then sailed into the Marmara Sea.
- Ottoman troops from Anatolia crossed the Bosphorus at Rumeli Hisar.
- Mehmet left Edirne with his crack troops and marched towards Constantinople.

By the first week of April the Ottomans had taken up positions within 1.5 kilometres of the walls of Constantinople. Inside the city the Byzantines took up their positions on the walls and drew the heavy metal chain across the Golden Horn to prevent ships entering it. Mehmet responded by building a wooden ramp and dragging his ships overland from the Bosphorus to the Golden Horn. A pontoon bridge was also built across the Golden Horn.

Ottoman attacks continued through April and early May but the defenders of Constantinople held out, despite being outnumbered by ten to one. On 26 May the Ottomans heard rumours that a European relief army was approaching the city and Mehmet decided to launch a final attack. Cannons were brought closer to the walls and, on the night of 28/29 May, Ottoman ships were brought as close as possible to the sea walls. By early morning on 29 May, the walls had been breached and defences collapsed.

SOURCE 7 A modern artist's impression of the attack on Constantinople



A Cannons could be fired only about eight times a day because they took so long to prepare.

B The attack on Constantinople lasted many weeks.

C Ottoman armour was made from interlocking rings of metal.

Mehmet tried to prevent looting and pillaging by his troops, as he intended to make Constantinople his capital. However, many troops had broken through other parts of the walls and had already begun looting before his **Janissaries** were able to stop them. The Church of the Holy Apostles on the main road into the city was preserved, possibly because the sultan intended to keep it as the main place of worship. Sultan Mehmet made his triumphal entry into the city around noon on 29 May. He finally arrived at the church of Hagia Sophia, declared this to be a mosque and joined other worshippers in afternoon prayers.

5.7 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Why did it seem 'logical' for the Ottomans to capture Constantinople?
2. What medieval means of defence was the cannon used to break through?
3. What were the major weaknesses of the early cannon?
4. What did the way Mehmet treated the Church of the Holy Apostles and the Hagia Sophia show about his attitude to Christianity?
5. Use the information in **Source 6** to prepare a timeline covering the period August 1452 to May 1453 that shows the major stages in the Ottoman attack on Constantinople.

Apply your understanding

6. Carefully read **Sources 1** and **2** and answer the following questions.
 - (a) What reasons did Sultan Mehmet give for attacking Constantinople?
 - (b) Candarli Halil warned the people of Constantinople that Sultan Mehmet had quite a different attitude from that of his father, Murad. What was this different attitude?
7. Study **Sources 3–5** and **7**.
 - (a) Make a list of the ways in which Constantinople was defended from attacks by both land and sea.
 - (b) Which of these defences was the cannon most suitable for breaking through?
8.
 - (a) What problems about using early cannon were solved by dividing it into two?
 - (b) How old was the cannon when it was used to sink a British ship in the Dardanelles?
9. Examine **Source 7** and list all the methods used to attack the city.
10. When attacked, the people of Constantinople appealed to their fellow Christians in cities such as Venice to come to their aid; however, the Venetians chose not to assist. There were many reasons for this, but one reason was that it would threaten their trade with the east. What does this say about the changing attitudes towards religion and commerce?
11. Some historians have described the fall of Constantinople as a major turning point in history. What do you think makes this event so significant?
12. Using the internet, search for images of the Hagia Sophia. This building was once the world's largest Christian cathedral, but it was then converted to a mosque. Can you find any evidence that remains that shows this building has been both a church and a mosque?

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Complete this digital doc: Worksheet 5.4: The establishment of empire



Explore more with this weblink: Constantinople trivia quiz

5.8 Suleiman the Magnificent

5.8.1 Suleiman ascends the throne

The Ottoman Empire continued to expand following the conquest of Constantinople in 1453 and under Selim I (1512–20). The empire had almost doubled in size; it included the territories of Syria and Egypt, parts of Persia and the Islamic holy places of Medina and Mecca, as shown in **Source 1**. Selim I claimed the title of caliph of the Islamic world.

Suleiman was Selim's son and became sultan in 1520 at the age of 29. Suleiman's wife, Roxana, was the daughter of a Russian Christian priest. She had been captured as a slave to join the harem in the palace, but Suleiman fell in love with her and, breaking hundreds of years of tradition, made her his legal wife.

Extending the empire

Under Suleiman, the Ottoman Empire became the largest empire of the time and he was looked up to by the European kings. In his first year he suppressed a revolt by the governor of Damascus and in August he attacked and conquered Belgrade (now the capital of Serbia).

In 1522 he used the navy his father had built up to launch an attack on the island of Rhodes. The knights of the Order of St John, successors to the early Crusaders, had seized the island from the Byzantines in 1309. The knights had been a constant thorn in the side of the Ottomans, attacking ships trading wheat and spices from Egypt and carrying Islamic pilgrims to Mecca, taking pilgrims captive and killing them. The island was heavily fortified and defended by 7500 men. An earlier Ottoman attack on the knights in 1480 had failed.

The siege lasted five months, exhausting both sides. There was a negotiated truce in December 1522 that allowed the remaining knights to leave the island. In 1526, Suleiman turned his attention again to Europe and defeated the young Louis II, King of Hungary and Croatia. Louis was 10 when he became king, married at 16 and was only 20 when he was killed in battle with Suleiman. When Suleiman saw the body of the young king, he is reported to have said, 'I came indeed in arms against him; but it was not my wish that he should be cut off while he scarcely tasted the sweets of life and royalty.' The Hungarian city of Buda was re-conquered three years later in 1529. Suleiman now turned his attention to Vienna, the capital of the Hapsburg Empire.

SOURCE 1 A map showing the expansion of the empire under Selim I and Suleiman



SOURCE 2 An inscription in which Suleiman describes his power (From M. Guboglu, *Palaeografia si diplomatica Turco-Osmana*, Bucarest, 1958, p. 167, facsimile no. 7, quoted in H. Inalcik, *The Ottoman Empire*, Phoenix Press, p. 41)

I am God's slave and sultan of this world. By the grace of God I am head of Mohammed's community. God's might and Mohammed's miracles are my companions. I am Suleyman, in whose name the hutbe [religious sermon] is read in Mecca and Medina. In Baghdad I am the shah, in Byzantine realms the Caesar, and in Egypt the sultan; who sends his fleets to the seas of Europe, the Maghrib and India. I am the sultan who took the crown and throne of Hungary and granted them to a humble slave. The voivoda [governor] Petru raised his head in revolt, but my horse's hoofs ground him into the dust, and I conquered the land of Moldavia.

DID YOU KNOW?

The defenders of the island of Rhodes made a giant stethoscope of leather. It was used to detect the sound of attackers digging mines under the walls.

5.8.2 Europe and the east

The Hapsburgs

The Hapsburg dynasty was based in Austria, but through wars and marriage alliances they controlled a large part of western Europe, including Spain, Portugal, Poland and Hungary, as well as sections of the Netherlands and northern and southern Italy. At this time, it was led by Emperor Charles V.

The main continental rival of the Hapsburgs was France, and for this reason the French supported the Ottomans. This relationship between France and the Ottomans continued into the early twentieth century and Beirut, the capital of modern-day Lebanon, was called the 'Paris of the East'.

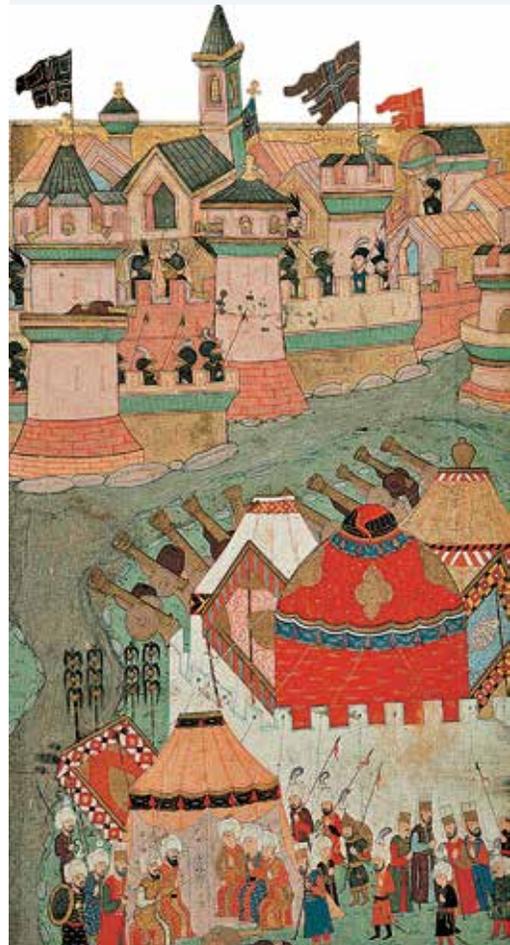
Suleiman's attacks on Vienna

Suleiman laid siege to Vienna, Austria, in 1529. After 19 days, sections of the walls had been pierced and some of the outer suburbs burned. However, due to factors including poor weather, Suleiman withdrew his forces. He launched a new attack three years later but, again, incessant rain meant that heavy cannons had to be left behind. The army was exhausted from earlier battles; Suleiman decided not to move to Vienna and Charles V decided not to leave Vienna to attack him. It was recognition that both sides had reached their limits.

SOURCE 3 Portrait of Suleiman, attributed to the Venetian Renaissance painter Titian. Titian also created a portrait of the Hapsburg ruler Charles V. There is no evidence that Titian ever met or even saw Suleiman.



SOURCE 4 An Islamic painting from c. 1588 showing the army of Suleiman the Magnificent in front of Vienna



Ventures in the east

The Ottoman dominance in trade was threatened by the Portuguese who had established a sea route around Africa and were able to take spices and cloth direct to western Europe.

Suleiman needed a base in the Indian Ocean to launch attacks against the Portuguese influence. Aden was captured in 1538, lost briefly and then recaptured in 1548. He further strengthened his position in this region in 1554 with a treaty with Persia that gave him access to the Persian Gulf and the Caspian Sea. When Suleiman died in 1566, the Ottoman Empire had reached its greatest extent.

5.8.3 Life and law under Suleiman

In Turkey, Suleiman is known as Sultan Suleiman el-Kununi — the Lawgiver — because he organised a large-scale re-writing of the legal code. This was necessary because the empire contained many new regions and different ways of life.

The challenges

The legal system had to take into account the complex structure of the Ottoman Empire.

- Almost all of the empire, except parts of Africa, was mountainous. Communities were isolated from each other and had developed their own laws.
- There were many different lifestyles in the empire. Some Ottomans lived in great cities while others were nomads or merchants who travelled long distances.
- The empire was made up of people with many different faiths, including Christianity and Judaism. In some parts of the empire Muslims were in the minority.

The solutions

When a new territory was added, Ottoman officials tried to preserve as many of the local laws as possible, as long as these did not contradict the religious law or general legal principles of the empire. This practice reduced opposition to Ottoman rule, ensured laws suited local conditions and made collecting taxes easier.

Christians and Jews

In Islamic belief, Jews and Christians were grouped with Muslims as ‘people of the book’; that is, people who shared the background of the Jewish bible with its narratives of Abraham, Moses and the Prophets. As the territory controlled by the sultans expanded, increasing numbers of Christians and Jews were living under Muslim rule. Although executions and forced conversions may have taken place occasionally, most people were generally left to practise their own religion.

The Millet system

Jewish and Christian religious communities were allowed to govern themselves, as long as they provided taxes to the government and kept the peace in their own communities. Each community had its own Millet — the Turkish word for ‘nation’. This could include its own courts although in any dispute involving a Muslim, or criminal acts such as robbery and murder, the Islamic court took over.

SOURCE 5 A sixteenth-century illustration showing an Ottoman Jew from Constantinople standing next to an Arab merchant



5.8 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Why would the addition of Mecca and Medina to the Ottoman Empire greatly increase the prestige of the Ottomans in Muslim eyes?
2. Who ruled over the island of Rhodes? Why did Suleiman want these people removed?
3. (a) Who were the two major powers in Europe during Suleiman's rule?
(b) Which of these supported the Ottomans? Why?
4. Suleiman made two attempts to capture Vienna, the Hapsburg capital.
(a) Give the dates of the two attempts.
(b) What was a common factor in the failure of both attempts?
5. Why were the Portuguese a threat to the finances of the Ottomans in the mid-sixteenth century?
6. When Suleiman came to revise the legal code, what three special features of the empire's structure did he have to take into account?
7. Why did the Ottomans let local people keep their own laws wherever possible?
8. What evidence is there that Jews were welcome in the empire?
9. What was a Millet?

Apply your understanding

10. Study **Source 1**. Name at least three modern-day countries whose territory was once part of the Ottoman Empire.
11. In **Source 2**, what links does Suleiman make with earlier empires? What is he claiming for himself by doing this?
12. Examine **Source 3**.
 - (a) What impression of Suleiman is presented in the painting?
 - (b) Taking into account that Titian was a famous Renaissance painter, and that he also painted the Hapsburg Emperor Charles V, what does it indicate about the respect held for this artist in Europe?
 - (c) Can this picture be trusted to give an accurate depiction of Suleiman? Why or why not?
 - (d) If Titian did not actually see Suleiman, where might he have gathered his references from which to paint him?
13. Compare the cannons in **Source 4** with the **Source 5** picture of the cannon in subtopic 5.6 The capture of Constantinople. What is different? What is similar?
14. Why do you think people have chosen to describe Suleiman as 'the Magnificent' or as 'the Lawgiver'? Do you think he deserves these accolades? Justify your response.
15. Use the internet to search for other images of Suleiman. Compare these with **Source 3**. Which pictures do you believe might be the most accurate?

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Complete this digital doc: Worksheet 5.5: Suleiman the Magnificent



Explore more with these weblinks: Suleiman the Magnificent video

Süleyman the Magnificent biography

5.9 Life in the Ottoman Empire

5.9.1 Housing

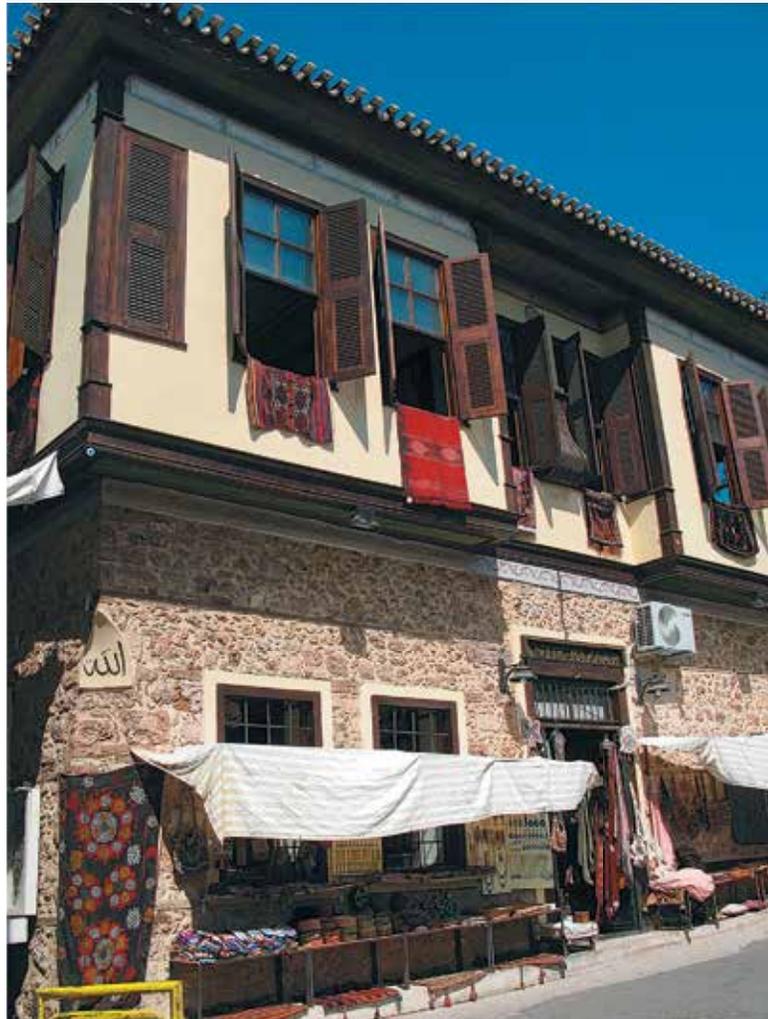
Life within the Ottoman Empire varied greatly, usually depending on a person's social and economic status. The empire included many Christian and Jewish communities as well as Muslim communities. Most of the population lived as peasants in small villages, and in the north-east there was a large nomadic population. As long as each community paid its taxes to the sultan, the communities were generally free to continue their own lifestyles.

Most homes in the towns were made of timber, although richer people might have had their bottom floor built with stone walls. Wooden houses meant fewer injuries during earthquakes, but also increased the danger of fire, especially as houses were built very close together and streets were very narrow.

Houses of the upper class usually had separate rooms for men and women. A space at the front, called the selamlık, was for men, and a space at the back, called the haremlık, was where women gathered. There were no chairs in the rooms. Boxes around the wall served as seats when covered with cushions. For meals, food was placed on large trays on a low platform in the centre of the living room and people squatted around this. At night, some rooms could be converted to bedrooms.

Peasants' houses usually had only three rooms — one for sleeping, one for cooking and one as a sitting/dining room. The material they were built from depended on the material available locally, so they could be of timber, stone or mud brick.

SOURCE 1 A traditional-style Ottoman house in Antalya, Turkey



5.9.2 Women and children in society

Clothing

Clothing, and particularly headwear and belts, was a sign of status in the community. Muslim women originally saw the veil not as a sign of modesty but as something worn by the elite as a sign of prestige. For example, the wives of the Prophet Mohammed wore veils as a sign of their prestigious position. At first, the only women who wore veils were those whose husbands were rich enough to keep them in seclusion. But, over time, women in all levels of society adopted the veil.

Marriage

Most marriages were arranged, but the wife retained control of any property she had. The husband's family provided a **dowry**. Half of this went to the wife to set up her home while the other half was retained to be given to her in the case of her husband divorcing her.

Divorce was easier for the male — all he had to do was to repeat three times, 'You are divorced'. If a woman wanted a divorce, she had to go to court, accompanied by two witnesses who would testify to her mistreatment or abandonment. In a few cases, Jewish and Christian women took their case for divorce to a Muslim court, which indicates they felt that Muslim women had more rights in this area.

Occupations

Women in the cities could be involved in trade by appointing a male agent to act on their behalf. In the villages, women would work on a farm or be employed in the textile industry. Children could also be involved in spinning and weaving. The earliest textiles were linen, but this was followed first by silk and then by cotton.

As in other cultures in the Middle Ages, most children were employed as early as possible. This could be on a farm, in textile production or as an apprentice to a craft or trade (see **Source 2**).

SOURCE 2 The following court case concerns a father who, in 1656, complained that his son had been employed against his will by the barber Yusuf. The father brought his case to a judge, called the qadi.

Master barber Yusuf, questioned on this matter, said that the boy joined his employ of his own free will and wishes to stay with his master and learn the trade. The boy was therefore summoned and questioned, and he too replied that he wishes to stay with his master in order to learn the barber's profession.

In view of these declarations the qadi informed the plaintiff [the father] that he is not to get custody of his son unless the son himself so wishes, since the boy is now a mature companion. He warned the plaintiff against trying to harm the defendant [the barber] or harass him.

5.9.3 Slavery

Like other civilisations at the time, slaves existed in the Ottoman Empire but they had more opportunities and greater legal protection than many other slaves in the Middle Ages. While the Qur'an recognised slavery, it did recommend kindness to slaves and eventual liberation. Christians who had been captured and brought to work in the sultan's palace could eventually obtain high positions in the empire. The case of the Russian slave Roxana, who eventually became the legal wife of Suleiman the Magnificent, shows the possibilities available to some.

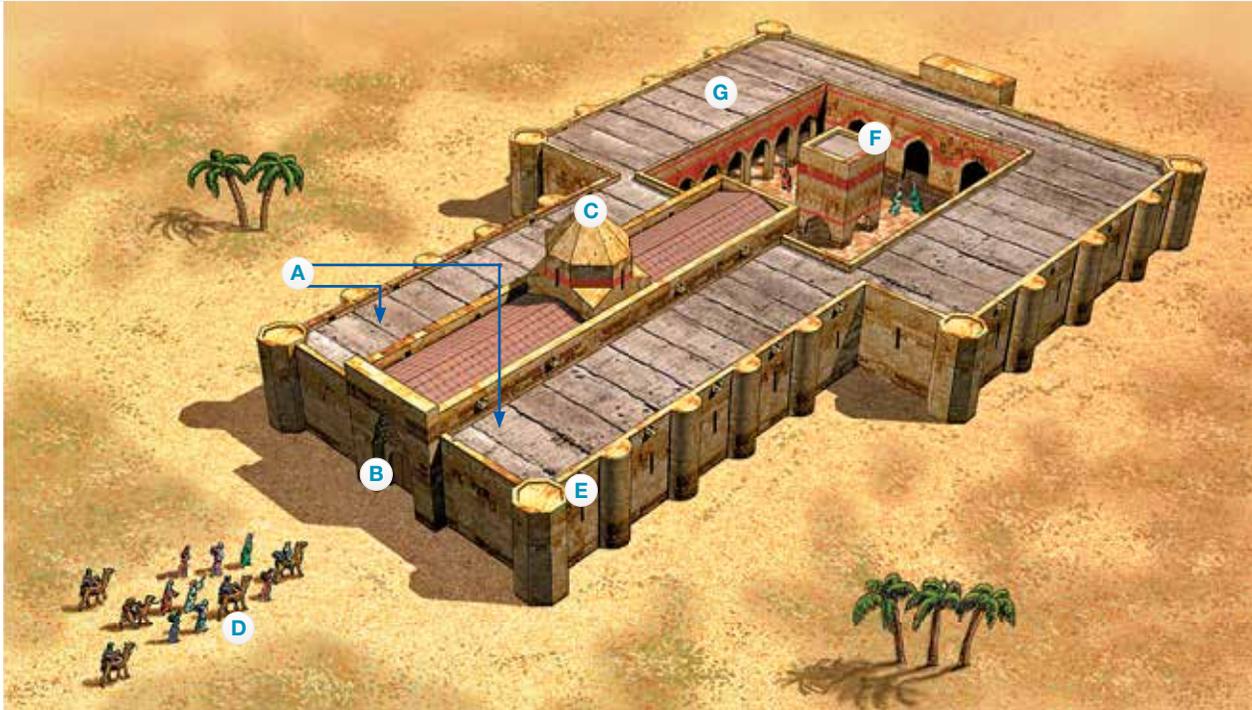
However, most slaves were women who worked as domestics. Their situation depended very much on the attitudes of the master and mistress of the house. If a domestic slave had a child by her master, the child was a free person. Slaves could also acquire their freedom when their masters died.

5.9.4 Trade and bazaars

Trade was a large part of Islamic culture. Large caravans of camels carried goods long distances, often across difficult terrain such as deserts and mountains. Sultans organised the building of depots about 30 kilometres apart along these routes where the cameleers could rest from the long journey and be protected from thieves. These depots were called caravanserai. They were surrounded by strong walls and towers with a relatively small entrance. Each contained rooms for travellers to rest and, in the centre, there was a small mosque for the daily prayers.

Once goods reached the major cities they were sold in bazaars or markets. The Kapali Carsi or Covered Bazaar in Istanbul is typical of these. Although it has undergone many changes due to earthquakes and fires, it has still preserved the same basic layout. It is located just one kilometre from the shore and at the start of the major road running east through the city.

SOURCE 3 An artist's reconstruction of a caravanserai



- A** Winter quarters provided protection from cold weather.
- B** The narrow entrance gate protected against thieves.
- C** Domes allowed light into the rooms. This idea was further developed in the domes for mosques.
- D** Camel caravans move in to rest for the night.
- E** Gutters redirected water away from the building.
- F** Raised mosques were important for prayers, usually made five times a day.
- G** This accommodation was suitable for summer.

As well as a centre for trade, the bazaar also played an important role in bringing the local community together and became a place for meeting and socialising.

At the heart of a bazaar was the bedestan. This was a stone building with a domed roof. The bedestan had doors that could be locked at night; this ensured the safe storage of luxury goods such as precious metals, gems and silk.

SOURCE 4 The Kapali Carsi in Istanbul



SOURCE 5 An account of a bedestan in Bursa, written by Turkish traveller Evliya Efendi (1611–1682) (from Joseph von Hammer's translation of *Narrative of travels on Europe, Asia and Africa in the Seventeenth Century* by Evliya Efendi, London, 1855, p. 12)

The Bedestan is a large building with four iron gates secured with iron chains; its cupola is supported by strong columns. It contains three hundred shops in each of which merchants reside, who are as rich as the kings of Egypt. The market of the goldsmiths is outside the Bedestan, and separate from it; the shops are all of stone. There are also the markets of the tailors, cotton-beaters, cap makers, thread merchants, drapers, linen merchants, cable merchants, and that called the market of the bride, where essence of roses, musk, ambergris, etc are sold.

DID YOU KNOW?

The Kapali Carsi, which still operates today, contains over 4000 shops. The largest shopping centre in Australia, Chadstone Shopping Centre in Melbourne, contains about 530 shops.

5.9.5 Coffee houses

The first coffee came from the seeds of a tree in Ethiopia. Sufis — Islamic mystics — used a brew from the seeds in their devotional practice. In a ceremony called ‘Remembrance of God’, Sufis would go through long night sessions, reciting or chanting their love of God. Coffee was used as a stimulant to keep them awake.

The main city for exporting African coffee was the port of Al Mukha (Mocha) in Yemen, and coffee was brought to Turkey by pilgrims travelling to Mecca. Coffee was introduced to Istanbul in the early seventeenth century and men gathered in coffee houses to drink coffee, smoke tobacco and be entertained (see **Sources 6** and **7**).

SOURCE 6 Turkish traveller Evliya Efendi (1611–1682) writes about coffee houses. He is describing a coffee house in Bursa, former capital of the Ottoman Empire.

There are seventy-five coffee-houses each capable of holding a thousand persons, which are frequented by the most elegant and learned of the inhabitants; and three times a day singers and dancers execute a musical concert in them ...

... All coffee-houses, and particularly those near the great mosque, abound with men skilled in a thousand arts. Dancing and pleasure continue the whole night, and in the morning everybody goes to the mosque. These coffee-houses became famous only since those of Constantinople were closed by the express command of Sultan Murad IV. There are also no less than ninety-seven Buza-houses, which are not to be equalled in the world; they are panelled with faience [coloured tiles], painted, each capable of accommodating one thousand men.

Coffee houses were also centres of political discussion and, frequently, sultans would have them closed down or even burned down if their spies reported that mutinous talk was going on. Examples of this occurred during the reign of Murad IV (1623–1640). He was only 11 when he became sultan. He became a strong, authoritarian ruler and placed a ban on coffee, tobacco and buza (a non-alcoholic drink that was made from grain millet and was drunk in special houses). He died at 28 from cirrhosis of the liver, indicating that he was an alcoholic.

The drinking of coffee and the cafe society spread from the Ottoman Empire to Vienna, Paris and London — and is very popular in Australia today.

SOURCE 7 A nineteenth-century illustration of a coffee house in Constantinople



5.9 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. What were the selamlık and haremlık in a wealthy Ottoman house?
2. What was the original purpose of the veil worn by wealthy Muslim women?
3. What does the Qur’an say about slavery?

4. What was the reason for caravanserai being 30 kilometres apart?
5. Why were the bedestans built so strongly?
6. How was coffee used as part of religious practice?
7. What reasons might Sultans have had for closing down coffee shops?

Apply your understanding

8. Study **Source 1**. Would a house such as this more likely have belonged to a rich family or a poor family? Explain.
9. Study **Source 2**. What evidence does it provide about:
 - (a) the rights of children in the Ottoman Empire
 - (b) the legal system in the Ottoman Empire?
10. Study **Source 3**.
 - (a) What evidence is there that the caravanserai was built to accommodate prayer?
 - (b) What elements of the building helped to defend against robbers?
 - (c) What other elements of Islamic life are evident in the construction of the caravanserai?
11. Read **Source 5** and list the things that were sold in the bazaar in the seventeenth century.
12. Carefully study **Source 6**.
 - (a) How many times does the writer use the word 'thousands'? What conclusions can you draw about the reliability of this source? Why?
 - (b) What reason does he give for the increased popularity of coffee houses in Bursa?
13. If Christians chose to attend a Muslim court, what does this tell us about the courts which operated in the Ottoman Empire?
14. Examine **Sources 6** and **7**. In what ways might these scenes be similar to cafes today? In what ways might they be different?

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 Complete this digital doc: Worksheet 5.6: Life in the Ottoman Empire

5.10 Ottoman art, architecture and literature

5.10.1 Ottoman architecture and art

Some of the major themes in Ottoman architecture can be traced back to the Seljuk Turks. Entrances to their mosques, schools and caravanserai were all similar — tall doorways, topped with pointed arches. Tiles, usually blue, white and black with floral or abstract designs, were often used to decorate the walls.

Ottoman architects continued in the tradition. Often a complex of buildings surrounded a mosque, and this was called a kulliye. As well as the mosque, a kulliye in the former capital of Edirne contained separate buildings including a hospital, mental asylum, school of medicine, school, library, bakery and eating hall. A windowed dome over the mosque allowed the use of light that became a feature of Ottoman architecture.

SOURCE 1 A tile from an Istanbul mosque



The work of Sinan

It was under Suleiman and his architect Sinan (1489–1588) that Ottoman architecture reached its peak. One of Sinan's greatest achievements is the Suleiman Mosque, built in Istanbul from 1550. Its design mirrored

that of the Christian church Hagia Sophia. It was built on the same structure of an oblong space with a large central dome. In the structural features of the mosque, Sinan improved on the original. Sinan had discovered ways to incorporate supports within the structure so that fewer columns were needed; the Hagia Sophia had eight columns on each side but the Suleiman Mosque had only two. He also made extensive use of windows, giving a light-filled weightlessness to the building.

Sinan's contributions also included great public works such as aqueducts bringing water into the city for fountains and Turkish baths.

Art

One popular form of art was calligraphy. The Qur'an was written in Arabic, so letters themselves were seen to have a sacred quality, and lettering became an art form.

Ottoman art, like literature, was first modelled on that of Persia. However, over time it moved away from the depiction of imaginary worlds to depicting current events or scenes from daily life. One of the most famous artists was Bihzad (c. 1440–1514), who depicted scenes of everyday life.

5.10.2 Ottoman literature

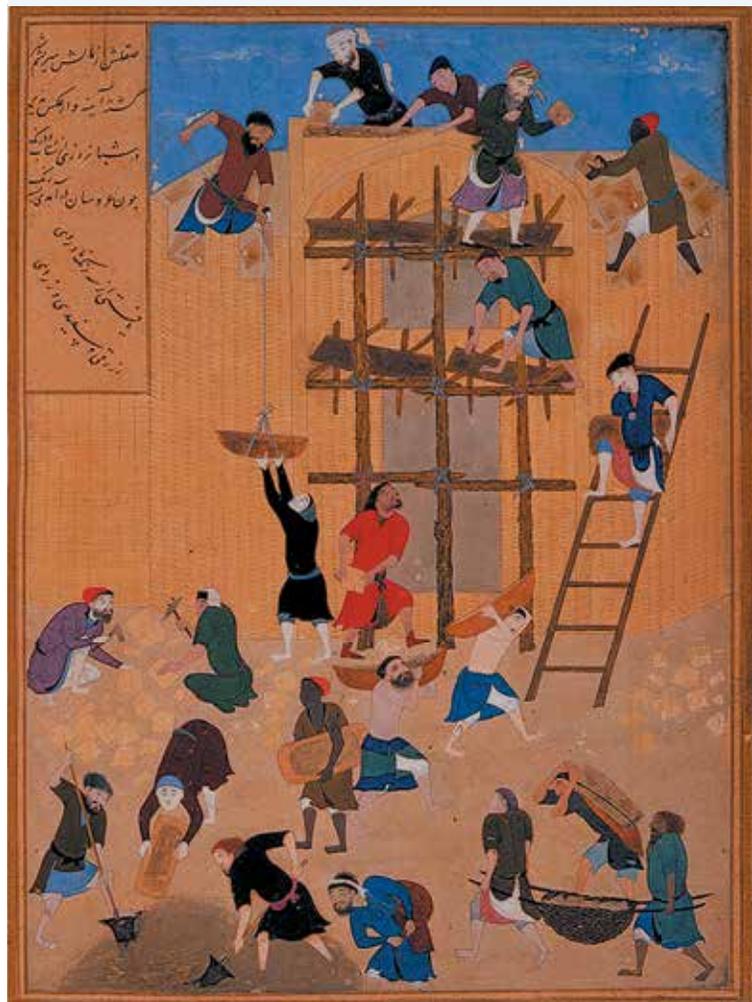
Although most regions that converted to Islam adopted Arabic as their language, the Ottomans were different. They kept their Turkish language for day-to-day use but used Arabic script for writing. Their literature, therefore, was influenced by their traditional Turkish language, the Arabic language of Islam and the Persian language of neighbouring regions.

Some Ottoman poets such as Fuzuli (c. 1483–1556) could write fluently in all three languages, while others who wrote mainly in Turkish would borrow words from Persian and Arabic.

SOURCE 2 An aqueduct built by Sinan



SOURCE 3 A painting by Bihzad showing the construction of a fort



The epics

One favourite form of literature was the epic. They were written down in the thirteenth century but were based on an oral tradition going back over hundreds of years to when the Turks were nomads in Central Asia. One of these epics was called *The Book of Dede Korkut*. It was the story of a young prince, Uruz, who was captured by Georgians when his father was out hunting near the Georgian border.

SOURCE 4 An extract from *The Book of Dede Korkut* telling how Kazan returns from a hunting expedition without his son, and his wife questions him

My prince, my warrior, Kazan!
You rose up from your place and stood,
With your son you leaped on to your black-manned Kazilik horse,
You sent out [to] hunt over the great mountains with their lovely folds,
You caught and laid low the long-necked deer,
You loaded them on to your horses and turned homeward.
Two you went and one you came; where is my child?
Where is my child whom I got in the dark night?
My one prince is not to be seen, and my heart is on fire.
Kazan, have you let the boy fall from the overhanging rocks?
Have you let the mountain-lion eat him?
Or have you let him meet the infidel of dark religion?

SOURCE 5 A devotional poem by Yunus Emre

Knowledge is to understand
To understand who you are.
If you know not who you are
What's the use of learning?

The aim in learning is
To understand God's Truth.
Because without knowledge
It is wasted hard labour.

Do not say: I know it all,
I am obedient to my God.
If you know not who God is
That is sheer idle talk.

Twenty-eight syllables
You read from end to end.
You name the first 'alpha'
What can it possibly mean?

Yunus Emre says also
Let me receive what I need.
The best possible thing
Is to find perfect peace.

Translated by Taner Baybars

Folk poetry and songs

These works were usually in Turkish and were meant to be sung. Poetry dealt with basic human emotions; some common themes were the value of country life, the search for love and homesickness. However, some of the songs were religious. One of the most renowned composers was Yunus Emre (c. 1238–1320). He still influences Turkish poetry today.

5.10 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Name one famous Ottoman architect and one building he constructed.
2. Apart from their native Turkish language, what two other languages were used in Ottoman literature? Explain how these two other languages came to be used.
3. What way of life did the epics describe?
4. What two main forms did poetry and songs take in Ottoman literature?
5. Describe the tile shown in **Source 1**. Do you believe this tile would have been expensive to use? Give reasons for your answer.
6. What does an aqueduct do? Why might it have been important to build an aqueduct like the one shown in **Source 2**? Why might a famous and important architect build such an aqueduct?
7. Describe some of the activities being conducted in **Source 3**. What does this tell us about the Ottomans?

8. Study **Source 4** and the text.
 - (a) What had actually happened to the boy?
 - (b) What three animals are mentioned?
 - (c) What did the mother fear had happened to him?
9. Carefully read **Source 5**.
 - (a) In the first stanza, what does the poet say is the main reason for learning?
 - (b) How is the second stanza connected with religion?
 - (c) What does the poet include in the first line of the last stanza? (This was a common practice in Ottoman poetry of this period.) Why might this have been done?

Apply your understanding

10. Given the number of mosques built by the Ottomans and the beauty of these buildings, what conclusions can we draw about the importance of Islam to the Ottomans?
11. Using some of the examples of Ottoman buildings used in this topic, describe some of the typical characteristics of Ottoman architecture.

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Complete this digital doc: Worksheet 5.8: The Ottoman Legacy

5.11 SkillBuilder: Interpreting Ottoman Empire sources

5.11.1 Sources of information on the Ottomans

As we have seen throughout this topic, there is a great variety of sources available to inform us about the Ottomans. Buildings, poems, artwork and other evidence survive from Ottoman times.

However, we cannot simply look at a source and draw a conclusion. Remember the picture of Suleiman the Magnificent created by someone who had never seen him or the description of the coffee houses where the author used the word ‘thousand’ a lot? These examples show we need to be very careful when using such sources as they may describe events in very different ways. This is because the creators of the sources may have been biased or they may have been forced to tell only one side of the story. They could be exaggerating to make their point, or words might have different meanings in different cultures or contexts. Historians often have to deal with gaps in evidence and this too can contribute to different interpretations of events.

5.11.2 How to interpret sources

To be good historians, we need to be armed with the skills to interpret sources. We need to look critically at the source and ask ourselves several crucial questions:

1. Who made the source?
2. When was it made?
3. What do we know about the person who made it?
4. Is it a primary or a secondary source?
5. Can we tell if the source is accurate? Are there clues in the source that may suggest it is something other than a factual description?
6. What conclusions can we draw from the source?

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Complete this digital doc: Worksheet 5.7: Interpreting Ottoman Empire sources

Read **Source 1**. This is a description by the Greek historian Critobulus (c. 1410–1470) of the construction of the Topkapi Palace. He lived through the Ottoman destruction of the Byzantine Empire and later wrote an account of the rise of the Ottomans, their conquests and the early years of the rule of Sultan Mehmet II. His work is dedicated to the sultan. He lived on the island of Imbros and helped negotiate the peaceful handover of several islands to the control of the Ottomans.

Let's apply our questions to interpret this source.

1. *Who made the source?* Critobulus of Imbros
2. *When was it made?* The fifteenth century
3. *What do we know about the person who made it?* He was a Byzantine citizen who witnessed the Ottoman takeover.
4. *Is it a primary or a secondary source?* This is a primary source as it comes from the period being studied.
5. *Can we tell if the source is accurate? Are there clues in the source that may suggest it is something other than a factual description?* This source may be accurate as it comes from a person who was there at the time. However, the author seems to have approved of the Ottoman takeover, even to the extent of dedicating his work to the sultan. This may mean his account is biased.
6. *What conclusions can we draw from the source?* The palace was expensive to build, only the best craftsmen were used and the sultan took a great interest in the project.

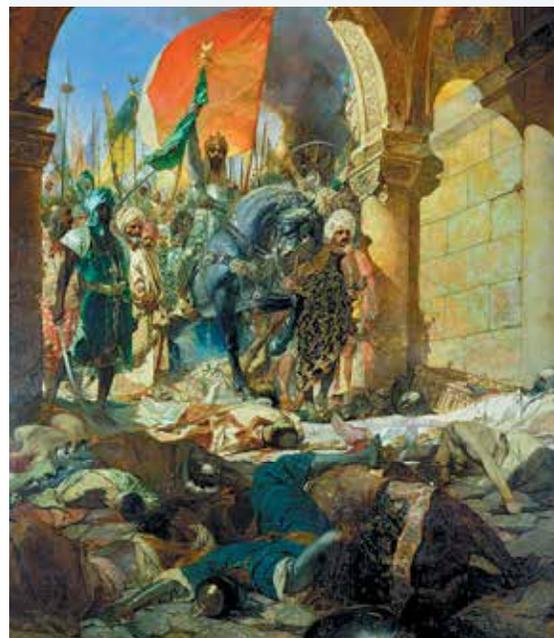
What if the source was an image, such as a work of art? The same questions can be just as usefully applied to a work of art. Study **Source 2**.

1. *Who made the source?* Jean-Joseph Benjamin-Constant
2. *When was it made?* 1876
3. *What do we know about the person who made it?* He was a French artist.
4. *Is it a primary or a secondary source?* This source was created many years after the event being depicted, so it is a secondary source.
5. *Can we tell if the source is accurate? Are there clues in the source that may suggest it is something other than a factual description?* This source was created well after the event by a person who was not there. It is known the artist had an affinity with the culture he was portraying; therefore, the work may be biased.
6. *What conclusions can we draw from the source?* The capture of Constantinople was viewed as a significant event, both at the time it happened and hundreds of years later.

SOURCE 1 From Critobulus of Imbros, quoted in *Architecture, ceremonial, and power: The Topkapi Palace in the fifteenth and sixteenth centuries* by G. Necipoglu, Cambridge, Massachusetts: The MIT Press, 1991, p. 8

[The sultan] took care to summon the very best workmen from everywhere — masons and stonecutters and carpenters ... For he was constructing great edifices which were to be worth seeing and should in every respect vie with the greatest and best of the past. For this reason he needed to give them the most careful oversight as to workmen and materials of many kinds and the best quality, and he also was concerned with the very many and great expenses and outlays.

SOURCE 2 A painting depicting the entry of Mehmet II into Constantinople after its capture in 1453. This picture was painted by the French artist Jean-Joseph Benjamin-Constant in 1876. The artist had grown to appreciate the Islamic and Eastern cultures after a journey to Morocco in 1872.



5.11.3 Developing my skills

Use the six questions to interpret **Sources 3** and **4**.

SOURCE 3 A seventeenth-century German watercolour depicting a Turkish bath and steam room in Constantinople. Such baths were important in Ottoman culture during the seventeenth century.



SOURCE 4 An account from the French ambassador Philippe du Fresne-Canaye who led an embassy in 1573 to the Ottoman Empire (quoted in *Architecture, ceremonial, and power: The Topkapi Palace in the fifteenth and sixteenth centuries* by G. Necipoglu, Cambridge, Massachusetts: The MIT Press, 1991, pp. 64–6)

At the right hand was seated the Agha of Janissaries, very near the gate, and next to him some of the highest grandees of the court. The Ambassador saluted them with his head and they got up from their seats and bowed to him. And at a given moment all the Janissaries and other soldiers who had been standing upright and without weapons along the wall of that court did the same, in such a way that seeing so many turbans incline together was like observing a fast field of ripe corn moving gently under the light puff of Zephyr ... We looked with great pleasure and even greater admiration at this frightful number of Janissaries and other soldiers standing all along the walls of this court, with hands joined in front in the manner of monks, in such silence that it seemed we were not looking at men but statues. And they remained immobile in that way more than seven hours, without talking or moving. Certainly it is most impossible to comprehend this discipline and this obedience when one has not seen it ...

5.12 The legacy of the Ottoman Empire

5.12.1 Influence on the modern world

The modern world owes much to the people of Islam and the Ottoman Empire. While most of Europe was in chaos and in many ways seemed to go backwards following the collapse of the Roman Empire, the Islamic states were centres of learning and advancement. This transferred to the Ottoman Empire, which continued to further human knowledge.

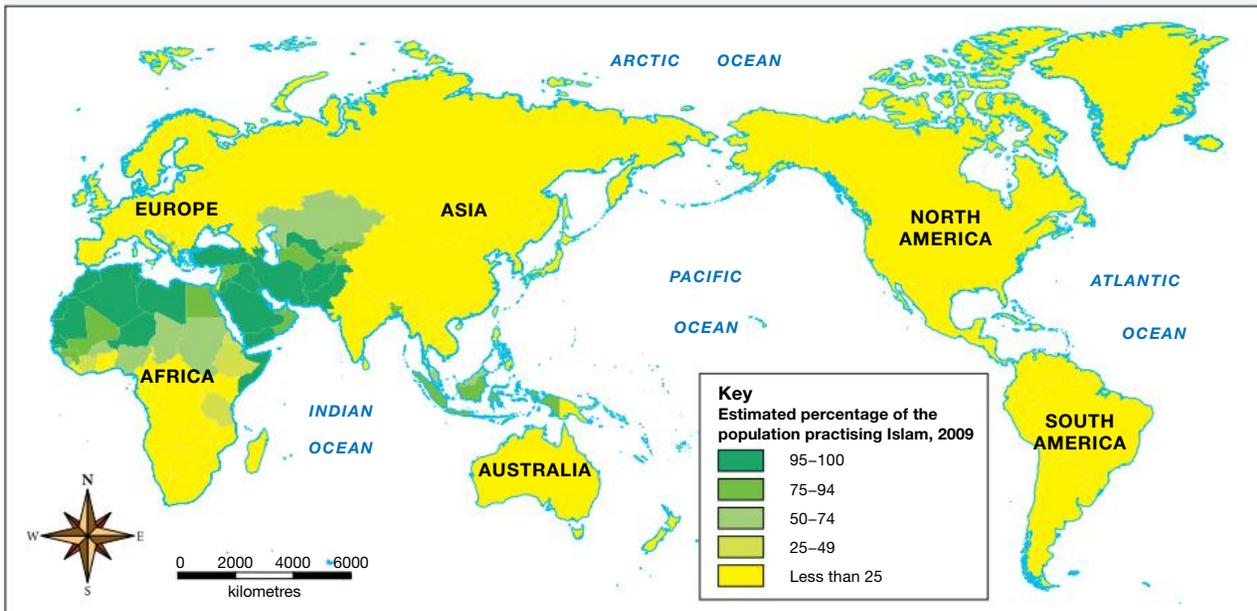
Modern-day Turkey is the country most heavily influenced by the Ottoman Empire. The influence of the Ottomans can be seen in its architecture, culture and political system. Although the Ottoman Empire was based on Islam, it showed tolerance of other religions; this is also reflected in Turkey's modern-day beliefs in secularism and tolerance. The vast extent of the Ottoman Empire has allowed its influence to spread to many other countries in the Middle East, and the Ottoman practice of allowing the common people a degree of self-government has influenced some modern governments.

While it was far from perfect, the Ottoman Empire ranks alongside the Roman and Byzantine empires as one of the most powerful and long-lasting empires in world history. For many centuries, it was a major point of connection and interaction between the East and the West.

Achievements

Without the Muslim achievements during the first millennium, much of the learning from ancient Greece, Rome and Egypt would have been lost forever. Many of the later advances in European philosophy and science either occurred because the Ottomans collected and translated the works of the ancients or were based on advances made by Islamic people.

SOURCE 1 A map showing Islam in the modern world



Source: Map drawn by Spatial Vision.

Some of the most significant contributions of the Islamic world were to:

- *medicine*. Many medical books were written, medical schools and hospitals were opened, and drugs were developed from plant extracts and applied in the healing process.
- *mathematics and science*. Roman numerals were replaced with a number system from India, and algebra was developed.
- *modern astronomy*. Mathematics and astrology were combined to form the foundation of many future discoveries.
- *architecture*. Magnificent buildings were constructed such as the Blue Mosque, which demonstrated advancements in engineering.

SOURCE 2 The Auburn Gallipoli Mosque in Sydney. The Ottoman-style mosque has been listed by the National Trust as an architecturally and culturally significant building.



5.12.2 Islam in Australia

Islam is one of the world's great religions. It has over one and a half billion followers, making it the second largest religion. As can be seen in **Source 1**, most followers of Islam live in the Middle East and Africa. But the religion is practised right around the world, including in Australia. An understanding of Islam is essential if we are to be active participants in our community. Islam has a great influence on Australian society and on international relations. Now you have an understanding of how Islam began and some of its important beliefs. You can now also appreciate some of the great advances made by Islam and the Ottoman Empire.

5.12 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Which of the achievements outlined in this subtopic do you believe to be the most important? Justify your response.
2. Using **Source 1** and the text, describe which parts of the world most of the followers of Islam live in today.
3. Compare **Source 1** with some of the maps from earlier in the topic that show where Islam originated. Is it still prevalent in the areas where it started? Where has Islam spread to since 750 CE?
4. What aspects might make the mosque shown in **Source 2** an 'architecturally and culturally' significant building?

Apply your understanding

5. Based on the information you have read in this topic, in what ways did the Ottomans continue the traditions of the earlier Islamic empires?

learnon RESOURCES — ONLINE ONLY



Complete this digital doc: Worksheet 5.8: The Ottoman Legacy

5.13 Review

5.13.1 Review

In this topic you have learned about life in the Ottoman Empire. You have learned about the religion of Islam and some of the advances and discoveries made by Islamic people. We still experience the benefits of many of these advances today. A timeline of the Ottoman Empire

KEY TERMS

caliph in Islamic countries, the chief civil and religious ruler and a successor to the Prophet Mohammed
concubine a secondary wife, but usually of a lower social status and so not legally able to be married to a man in a position of power

dowry a payment of money or goods as part of a marriage agreement

harem the women in a Muslim household, including the mother, sisters, wives, concubines, daughters, entertainers and servants

Janissaries the elite soldiers and personal guard of the sultan

revelation a communication or message from God

sultan the king or sovereign of an Islamic country

5.13 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly..

Multiple choice quiz 

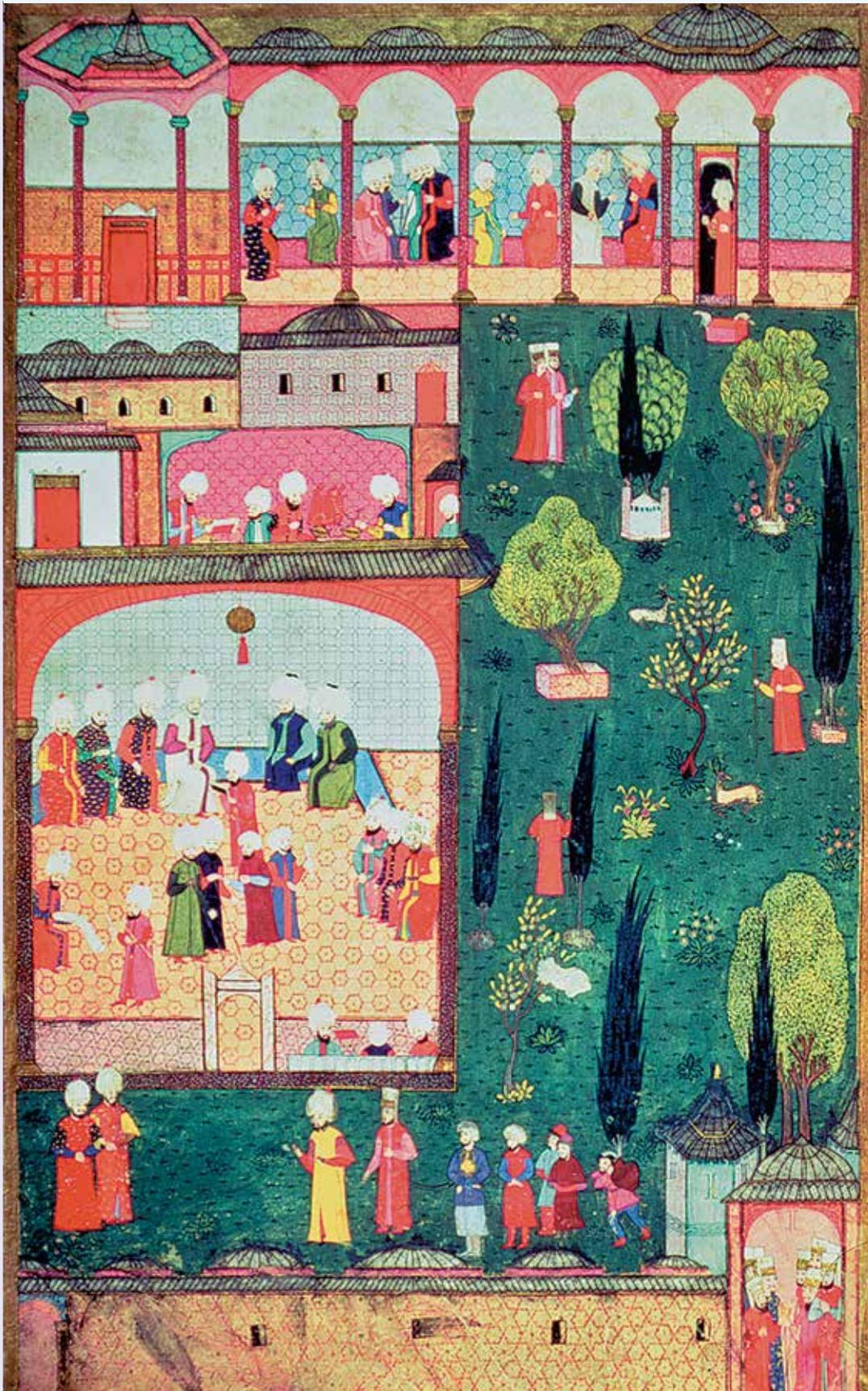
Short answer quiz

1. List three types of sources we have for the period studied in this topic.
2. What is the name of the Prophet in Islam?
3. What is the meaning of the word *Islam*?
4. Name one battle that hindered the expansion of Islam.
5. Give one example of an area of knowledge which was preserved by Islamic scholars.
6. In which of the following areas do we associate Islam with advances in the field – astronomy, mathematics, rocketry, medicine, geography and electronics?
7. Who started the Ottoman Empire?
8. Which city was seen as the major obstacle to Ottoman expansion?
9. In what year did the Ottomans capture Constantinople?
10. Why is Suleiman known as 'the Magnificent'?
11. What was the Millet?
12. What was a bazaar?
13. Name one famous Ottoman architect, builder or building.
14. What was the caravanserai?
15. What made the coffee house so important in the Ottoman Empire?
16. Was religion often referred to in Ottoman art and literature?

Apply your understanding

17. What activities can you see taking place in **Source 1**?
18. Describe the interior of the mosque shown in **Source 2**.
19. Describe the methods shown in **Source 3** used by the Ottomans to capture cities.

SOURCE 1 A sixteenth-century painting showing a meeting of ministers in the Topkapi Palace



SOURCE 2 The interior of the Suleymaniye Mosque in Istanbul, built during the 1550s



20. We have often referred to the advances in science, medicine, engineering and literature that were made by the Islamic people before 1000 CE. In other words, they contributed greatly to human knowledge and culture.

In pairs, research one of their great accomplishments. It could be medical, scientific, architectural or in literature — the choice is vast. In your pairs, prepare a PowerPoint presentation that covers:

- what was the advance
- when the advance took place
- who was responsible for the advance
- whether the advance is still beneficial today, or how others benefited from the advance.

Give your presentation to the class. When everyone has presented, have a debate to see which advance your class thinks was the most important.

SOURCE 3 A sixteenth-century painting showing an attack by Ottoman forces on a Christian city



learn on RESOURCES — ONLINE ONLY

Go online to access additional end of topic resources such as interactivities and printable worksheets.

 **Try out these interactivities:** The Ottoman Empire timeline (int-2946)
The Ottoman Empire crossword (int-4095)

 **Complete these digital docs:** Worksheet 5.9: Crossword
Worksheet 5.10: Summing up
Worksheet 5.11: Reflection

Back to the big questions

At the beginning of this topic several big questions were posed. Use the knowledge you have gained to answer these questions.

1. What were the main features of Ottoman society?
2. How important was Islam in Ottoman society?
3. How was religious tolerance practised in the Ottoman Empire?
4. What was the contribution of Islamic and Ottoman scholars, writers, scientists and doctors to human knowledge and culture?
5. Who were some of the most influential and important Ottoman rulers? Why were they so important?

TOPIC 6

Renaissance Italy (c. 1400–1600)

6.1 Overview

Numerous **videos** and **interactivities** are embedded just where you need them, at the point of learning, in your learnON title at www.jacplus.com.au. They will help you to learn the content and concepts covered in this topic.

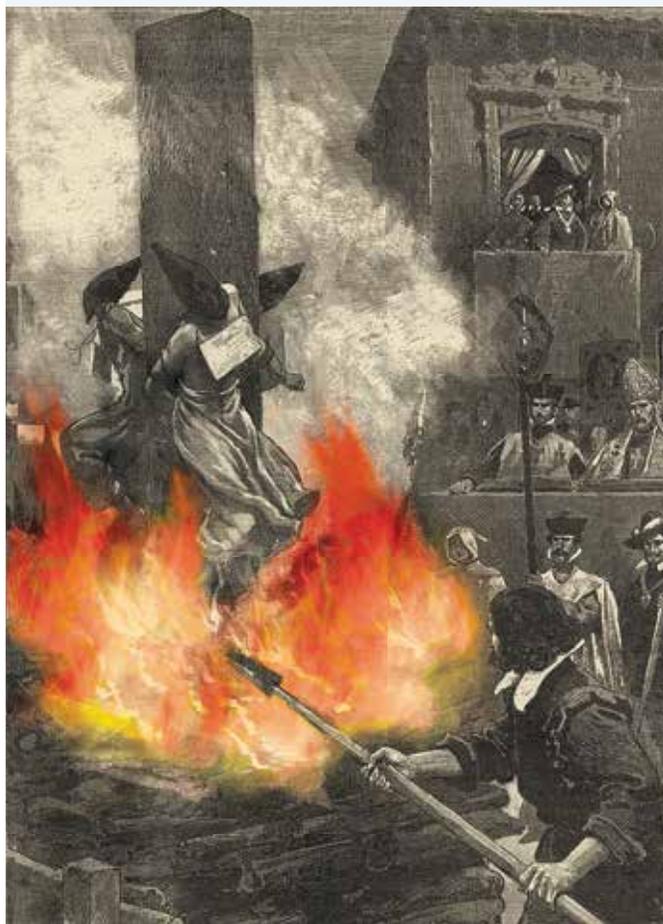
6.1.1 Links with our times

The term *renaissance*, meaning ‘rebirth’, has been used to describe the great changes that took place during the fifteenth and sixteenth centuries CE. These changes began in Italy but spread throughout Europe. They marked the end of the Middle Ages and the beginning of the modern age.

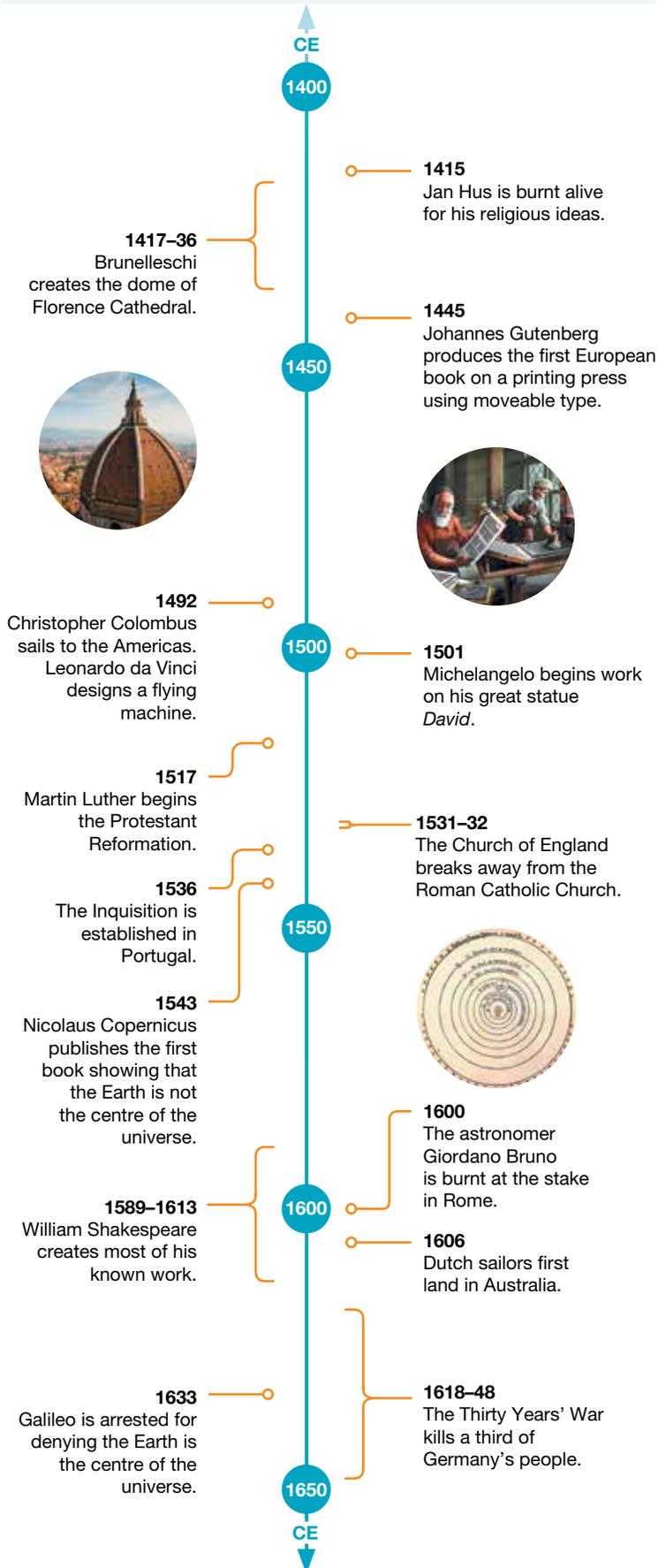
In our times, we are used to change. We have only to think about relatively recent technologies like computers, mobile phones and the internet, and issues such as global warming, to know that the future will be very different from the present. Today, in much of the world, people are able to freely investigate scientific issues. We can express ourselves through the arts and can debate different opinions. In modern-day Australia, we sometimes take for granted the freedom we have to express different ideas and beliefs. No authorities have the right to discriminate against us on such matters. But this freedom does not exist everywhere in the modern world, and it did not exist in early modern times. In many ways, our lives today are shaped by changes that began in the fifteenth and sixteenth centuries.

For most people in most places, life during those times probably seemed to go on as it had before. Few people could have been aware that the changes that were happening would have enormous consequences. Almost all of the great changes that began in this period started in Europe but would affect the whole world. These changes made it possible for Europe to do something which no other civilisation had been able to do — to spread its power and culture across the world.

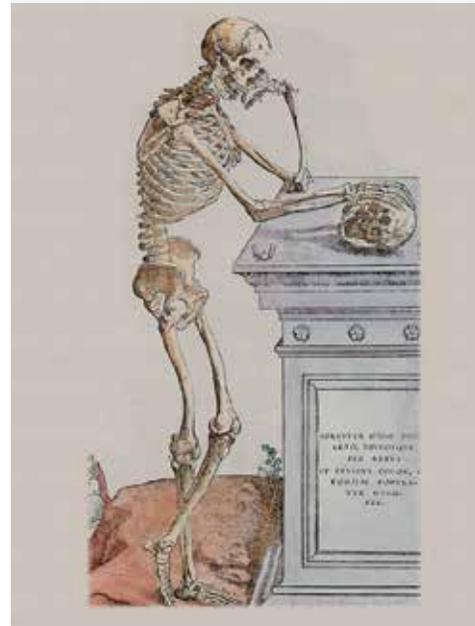
SOURCE 1 In early modern times it could be dangerous to promote new ideas. This engraving depicts people being burned alive in seventeenth-century Spain for having ideas that were different from those of the Roman Catholic Church. Some Protestant church leaders were just as intolerant.



SOURCE 2 A timeline of the Renaissance and the Reformation



SOURCE 3 An illustration of the human skeleton that Vesalius published in 1543



Big questions

As you work through this topic, look for information that will help you to answer these questions:

1. What were the main features of Italian Renaissance society?
2. What kinds of relationships existed between the rulers and those they ruled?
3. What were some of the most significant achievements of the Renaissance?
4. How did significant individuals influence the Renaissance?
5. What have been the legacies of the Renaissance era?

Starter questions

1. How might the mass production of books on printing presses have changed society?
2. How might discovering that the Earth is not the centre of the universe have changed the way people thought about their world?
3. What would it be like to live in a time when a person could be tortured and burned alive because they had different ideas?
4. Why is religious tolerance very important in the modern world, especially in countries such as Australia?

6.2 How do we know about the Renaissance era?

6.2.1 Renaissance

The period between 1400 and 1750 was an age of great changes in science, art, religious belief, exploration and power. These changes were made possible by the Renaissance, a term first used in the nineteenth century to describe the fifteenth century as the beginning of a new age. However, modern historians use the term to refer to two periods: the medieval Renaissance and the fifteenth-century Renaissance.

The medieval Renaissance

During the medieval Renaissance of the twelfth century, the Crusades brought Europe back into contact with the East. Europeans rediscovered ancient Greek culture that had been kept alive by the Byzantine Empire and by the Muslims. As European scholars translated Greek and Arabic texts into **Latin**, new teachers moved from place to place questioning church doctrines. Among them was Peter Abelard (1079–1142), who taught that **reason** should guide all thinking. The first universities formed around such teachers. However, the church authorities crushed this new spirit of inquiry. The fate of Arnold of Brescia, a pupil of Abelard, was a warning to those who were too outspoken. For criticising the power of the **Pope**, he was hanged and burned in Rome in 1155.

The fifteenth-century Renaissance

During the fifteenth-century Renaissance, western European scholars were again inspired by the **classics**. Ancient Greek and Roman buildings, arts and ideas inspired new art and architecture and a new interest in scientific investigation. The humanist movement developed. **Humanism** stressed the dignity of human beings and the importance of reason and inquiry. It encouraged questioning and exploring new ideas rather than simply accepting the ideas of the Church.

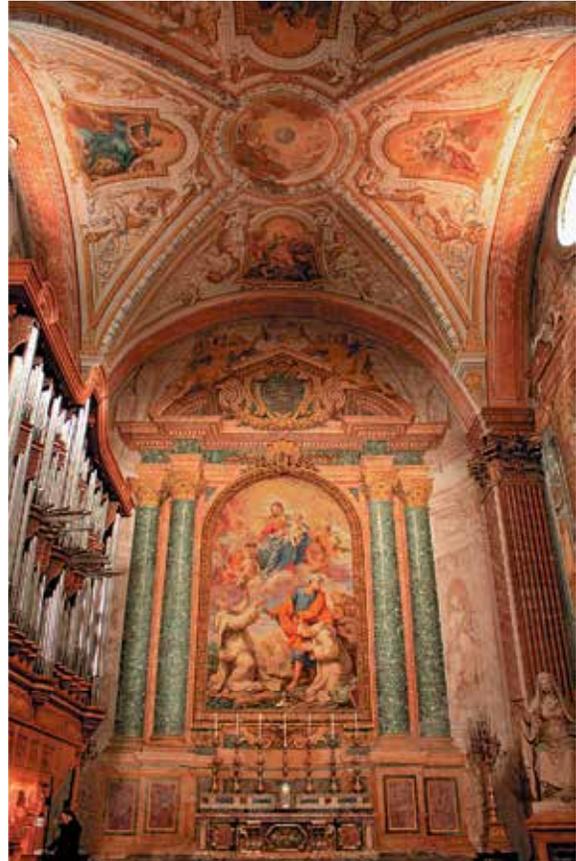
The Reformation

There had been many earlier challenges to the ideas and power of the Roman Catholic Church, but in the sixteenth century such movements led to the creation of the huge number of different Protestant Christian denominations that exist in the world today. Historians are divided on how far Renaissance attitudes were responsible for the Reformation.

Voyages of discovery

Voyages of discovery by western Europeans changed Europe's understanding of the world. They opened up new worlds for Europeans to conquer and exploit, and gave Catholics and Protestants new opportunities to spread their beliefs.

SOURCE 1 Part of the Roman Catholic Basilica of Santa Maria degli Angeli e dei Martiri (Saint Mary of the Angels and the Martyrs) in Rome. The church was built in the ancient Roman Baths of Diocletian. It was designed in the sixteenth century by the great Italian Renaissance artist Michelangelo Buonarroti.



6.2.2 Renaissance primary sources

There are an enormous number of records of this period. A few types of sources are:

- maps and other records made by those who conducted voyages of discovery
- books, including the Italian Niccolò Machiavelli's *The Prince* (1513) and the works of English dramatist William Shakespeare (1564–1616)
- lectures and sermons given by leaders of the Reformation such as Martin Luther
- music created by composers such as Giovanni Palestrina (1525–1549)
- Renaissance architecture such as the works of Filippo Brunelleschi (1377–1446)
- great collections of Renaissance art in museums and churches throughout Italy and other parts of Europe.

SOURCE 2 A view of the city of modern-day Florence, Italy. Filippo Brunelleschi's great fifteenth-century dome of the Cathedral of Santa Maria del Fiore towers above the city.



SOURCE 3 A canopy in the Basilica of Saint John Lateran in Rome. The Catholic Church claims the canopy of this Roman church holds relics of the skulls of Saint Peter and Saint Paul.



6.2 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Describe the changes that occurred during the Renaissance.

Apply your understanding

2. Look closely at **Source 1**. The painting on the far wall depicts Mary, the mother of Jesus, with seven angels. At certain times of the day, the light from the window falls across the statue of Mary on the bottom right. What emotional effect do you think such features of the design were intended to have on worshippers at the church?
3. Study **Source 3**.
 - (a) What was supposed to be held in the canopy in the church?
 - (b) Do you think that people at the time would have believed such claims?
 - (c) Do you think the claim could be true? Give reasons for your answer.
4. Study **Source 2**. Why would one of the most prominent buildings in a European city be a church or cathedral?
5. Using your answers to activities 1–3, write a summary of the influence of religion on the lives of people in western Europe in the time of the Renaissance.

6.3 The origins of the Renaissance

6.3.1 The spirit of the Renaissance

The fifteenth-century Renaissance began and thrived in Italy, especially in city-states such as Florence, Genoa and Venice. These cities were at the crossroads of trade routes linking Europe, the Middle East and Asia. From Italy, the Renaissance spread to northern Europe, especially after 1445, when books started to be printed in Europe.

The spirit of the Renaissance was expressed in the thinking and creations of many people. Renaissance attitudes led to developments in art, architecture, literature, music, **philosophy**, education and science. Artists and scholars created the Renaissance and the wealthy classes financed it. Merchants in cities had grown rich through trade. They became patrons of the arts to show off their achievements. The Church also invested its wealth in art and architecture, although it saw the Renaissance spirit of inquiry as a threat to its authority. However, the Renaissance had no significant impact on unskilled, uneducated workers in cities and towns or on the vast majority of people who lived in the countryside.

SOURCE 1 A map of Italy in 1494. In the fifteenth century, Italy was several separate states that were not unified until the late nineteenth century.



6.3.2 Renaissance Italy

Renaissance Florence

The city of Florence was perfectly situated to play a leading role in the Renaissance. Located in central Italy, it had a population of about 60 000 in the mid-fourteenth century and an economy based on banking and trade in woollen textiles. It had a **republican** form of government that was dominated by its wealthier citizens, especially the Medici family who ruled Florence continually between 1389 and 1492. The Medici and other members of the ruling class attracted, encouraged and employed artists and architects to design and decorate palaces, paint portraits, create sculptures and adorn the city with beautiful churches.

Renaissance Venice

Venice was also a republic that was ruled by wealthy citizens. By the thirteenth century, it had become a strong naval power and a very successful centre of trade at the crossroads of the Byzantine Empire, the Muslim world and Europe. Venice created an empire by seizing territories on the eastern shores of the Adriatic Sea and islands in the Aegean Sea. Venice profited by financing the Fourth Crusade when it attacked, seized and plundered Constantinople in 1204. From the late thirteenth century, wealthy **Venetians** displayed their power by building palaces and by supporting artists. Venice came into conflict with the Catholic Church on several occasions because the city discouraged religious fanatics and generally tolerated new ideas. By 1482, Venice led Europe in printing books but it declined as a trading

power after losing most of its empire to the Ottoman Turks, and after the Portuguese found a sea route to India. This discovery destroyed Venetian control of east–west trade. The Black Death (bubonic plague) also contributed to the city’s decline. Between 1576 and 1577 the plague killed about 50 000 Venetians. It returned in 1630 to kill around a third of the population.

SOURCE 2 A nineteenth-century copy of the *Pianta della Cantena*, a woodcut made about 1470, showing Florence at the height of the Renaissance



SOURCE 3 A fifteenth-century Venetian aristocrat’s palace



SOURCE 4 The Doge’s Palace in Venice. The Great Council made up of members of aristocratic families governed Venice and elected a doge (duke) as the ceremonial head of state.



myWorldHistoryAtlas

Deepen and check your understanding of the topic with the following resources and auto-marked questions:

◊ Renaissance Italy

6.3 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Where did the Renaissance begin?
2. Which cultures inspired the Renaissance?
3. What kinds of developments did Renaissance attitudes contribute towards?
4. Why were many wealthy Florentines (citizens of Florence) and Venetians willing to become patrons of the arts?

Apply your understanding

5. Study **Source 1**. List the Italian states that were:
 - (a) republics
 - (b) kingdoms or duchies (ruled by dukes)
 - (c) ruled by the Pope.
6. Study **Source 2**. Using it as a guide, sketch Florence as it was in 1470 and label the following features:
 - (a) the Arno River and its bridges
 - (b) the massive dome of the Cathedral of Santa Maria del Fiore
 - (c) the walls surrounding the city.
7. Compare **Source 2** in this subtopic with **Source 2** in subtopic 6.2. How accurate is the depiction of Florence in the woodcut?
8. What do **Sources 3** and **4** tell you about the wealth of fifteenth-century Venice?
9. In small groups, discuss the differences between the kinds of republics that existed in Renaissance Italy and modern ideas about what a republic should be. You may need to research this using the internet or your library.

6.4 Renaissance society

6.4.1 The power of the Church

Western Europeans lived in many different states and there was great inequality in all of them. Republics such as Venice and Florence were ruled by wealthy citizens. Many smaller states were ruled by princes, aristocrats or bishops. Several states, including England and France, were ruled by kings.

Regardless of the form of government, the head of the Catholic Church, the Pope, claimed authority over the rulers of all Christian states. The Pope's power had grown since early medieval times when he had been simply the bishop of Rome, one bishop out of many.

- The Pope could **excommunicate** any ruler who defied him.
- He could call on other rulers to make war against those who defied him, and he could award the lands of the defeated rulers to their enemies.
- When people challenged the Church's interpretation of the Christian scriptures, the Pope could have them declared to be heretics. The punishment for **heresy** was being burned alive.
- In addition, the Pope was a monarch who ruled the Papal States in central Italy.

However, in practice, there were limits to the Pope's power. In each state, local rulers appointed bishops to head the Church at the local level, and there were often disputes over the limits of the powers of rulers and the powers of the Church.

DID YOU KNOW?

Church leaders told the poor to accept their position, but during the fourteenth century there were many uprisings of peasants, cloth workers and miners. The poor were deeply religious and they resented injustice for religious reasons. They believed that Jesus died for all, not just for the privileged classes, which they considered the Church leaders to belong to.

SOURCE 1 Jan Hus being burned at the stake in 1415. Hus was a Czech Catholic priest and teacher at the University of Prague. He was condemned for criticising the Church. His death was followed by fourteen years of conflict known as the Hussite Wars.



SOURCE 2 From the writings of Jan Hus

One pays for confession, for mass, for the sacrament ... for a blessing, for burials, for funeral services and for prayers. The very last penny which an old woman has hidden in her bundle for fear of thieves or robbery will not be saved. The villainous priest will grab it.

6.4.2 The growth of states and cities

Huge changes took place between the 1400s and the 1600s. In the fifteenth century, Europeans felt that they belonged to **Christendom**. By the mid-seventeenth century, European kingdoms and **principalities** had become stronger with more authority over towns and provinces. Each state was a world to itself with no bond to other states apart from temporary treaties.

There were powerful, largely self-governing cities in Italy, the Netherlands, Switzerland and Germany. Most of the literate population of Europe lived in cities. City and town governments supported schools and universities. From the middle of the fifteenth century, economic life expanded with more land being cleared for farming, population growth and a big increase in mining and cloth-making. This contributed to the expansion of existing cities and the growth of new cities from villages.

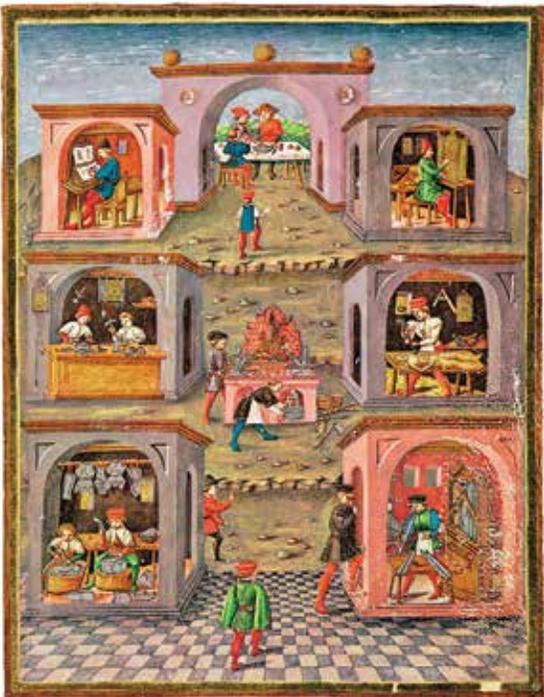
6.4.3 Classes and social unrest

In the countryside, society was structured much as it had been in the Middle Ages with landowning aristocrats at the top and peasants at the bottom. There were tensions between peasants and landlords, including the Church, which was a huge landowner. In towns, merchants and bankers were at the top. Next came small traders and artisans (skilled craftsmen) and at the bottom were unskilled workers and the unemployed.

Rank and status

How people lived in Renaissance Italy depended mainly on where they ranked in society. Near the top, rank became more complicated during the fifteenth century, as much wealth was transferred to the rising class of merchants and bankers. This occurred mainly because the nobility borrowed money to finance their luxurious lifestyles, entertainments and wars. When they were unable to repay their debts, much of their wealth passed to the merchants who had provided their loans. Besides birth and social class, people's social **status** was also influenced by age and gender, and whether or not they were married.

SOURCE 3 An illustration from the fifteenth-century manuscript *De Sphaera*, showing the artisans of Florence at work



DID YOU KNOW?

Four groups of people were considered to be outside Italian Renaissance society. These were: prostitutes, who earned their living by providing sex; Jews, who were despised as non-Christians; **mercenary** soldiers, who fought for the city-states in wars; and slaves, who were mostly Muslims from North Africa, Spain and the Balkans. Although slave numbers were small, most wealthy Italian families had at least one slave as a household servant.

6.4.4 Women and children in Renaissance Italy

Women had fewer rights than men but they could gain status through marriage. Both men and women were considered to be under the authority of their fathers until they married. But when a woman married, she was under the authority of her husband. Marriage in Renaissance Italy was not based on the modern idea of romantic love. The Catholic Church saw marriage as a sacred institution in which men and women could have sex without sinning, produce children and help each other to achieve salvation. Under Church law, marriage was supposed to take place with the free consent of both parties. In reality, marriages were often arranged by families, and it was not unusual for a couple to first see each other at their wedding. Especially among wealthy families, marriage was seen as a means of securing a family's prosperity and influence through alliances with other families.

Family honour — sexual relationships and dowries

The Catholic Church taught that sex outside marriage was a sin for men and women, but in reality, only women were held to blame when this rule was broken. At all levels of society, but especially among the upper classes, a family's honour was thought to be upheld or damaged by the sexual behaviour of its women. Upper class girls were usually married off when they were just fifteen or sixteen years old to avoid the risk of sexual relationships that would bring 'dishonour' on a family, especially if a pregnancy occurred. Men usually married in their mid-twenties or even later. Despite the Church's teachings, Italy had many brothels. In 1500, Venice had 100 000 residents of whom about 12 000 were prostitutes. Their clients included men from all levels of society, including priests and visitors from other places. Many prostitutes had been forced into their profession by poverty. Despite this, it was usually the prostitutes, rather than their clients, who received the blame for the situation.

Dowries were also a mark of family honour. At marriage, a bride's family was expected to provide a dowry to her husband and his family. This could consist of money, household goods and property. Generally, the amount would depend on a family's wealth. At times the cost of dowries became so high that laws tried, unsuccessfully, to limit them. Many church congregations raised funds to provide dowries for girls from poorer families to increase their chances of marriage.

SOURCE 4 This painting of Lucrezia Borgia (1480–1519) was created by the artist Pinturicchio. Lucrezia was the most famous of all Renaissance Italian women. She was the daughter of Rodrigo Borgia, who later became Pope Alexander VI, and Vannozza dei Cattanei, one of Rodrigo's mistresses. The Borgia family was ruthless and corrupt, but also wealthy and very powerful. The family arranged several marriages for Lucrezia to further their own power and influence. It is generally believed that Lucrezia's brother, Cesare, had her second husband murdered.



Renaissance women artists

The home was regarded as the place for women in Renaissance Italy. However, by the sixteenth century humanist influence made it possible for a few women from the upper classes to study painting. Although women were barred from academies where male nudes provided models, some women managed to become successful artists. Among them were: Sofonisba Anguissola; Marietta Robusti, the daughter of the famous artist, Tintoretto; and Caterina dei Vigri, a nun.

Childhood in Renaissance Italy

Life was short in Renaissance times, with few people living into their forties. Working class houses usually had no more than two rooms, a bed, table and bench, and a few utensils. Yet in most families a child was born every two years. In poorer families particularly, most children did not live long enough to reach adulthood. Childbirth itself was so dangerous that it was common for women to make their wills before a baby was due to be born.

In all social classes children were regarded as little adults and expected to dress and behave like their elders. But, unlike their elders, children had no rights. Peasant and artisan children usually had no formal education. In peasant families children were put to work in the fields as soon as they were old enough to be useful. In artisan families, children would work alongside their fathers from an early age, with boys normally learning the father's trade through apprenticeships from about age fourteen.

It was only among the wealthy classes that childhood began to be seen as a period of freedom from the responsibilities of adult life. Upper class boys usually attended colleges from around age seven to fifteen unless they had home tutors. Upper class girls might attend a convent school until they were married or became nuns.

In all classes, girls had less status than boys. Babies were often abandoned or left to orphanages because their parents had died, were unmarried or could not afford to keep them. The records of the city-states show that two-thirds of all abandoned babies were girls. To relieve the burden on poor families, many girls were sent out to work as servants in wealthy households. Although some were treated well by their employers, others suffered physical and sexual abuse and the laws gave them little protection from such treatment.

SOURCE 5 Like this street, much of Venice has changed very little from the way it would have appeared during the Italian Renaissance.



6.4 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Copy the following sentences and complete them by filling in the gaps.
 - (a) Some western European states were republics. Others were ruled by _____, _____, bishops or _____.

- (b) The Pope could _____ rulers who opposed him and could have critics burned alive as _____.
- (c) The Pope also ruled as a monarch in the _____.
- Choose the correct word from inside the brackets to complete each of these sentences.
 - From the 1400s to the 1650s, European states grew (stronger/weaker).
 - Most people who could read and write lived in (villages/cities).
 - Economic growth took place from the mid-(fifteenth/sixteenth) century.
 - Name three groups of workers who took part in uprisings in the fourteenth century.
 - Draw a social pyramid to show the position of different social classes in cities.

Apply your understanding

- Study **Source 1** and **2**.
 - Describe what is happening in **Source 1**.
 - What was Jan Hus's main criticism of the Church in **Source 2**?
 - From these two sources, what could you say about the character of Hus?
 - What does his execution tell us about one aspect of Renaissance society?
- Almost six centuries after the execution of Jan Hus, Pope John Paul II expressed 'deep regret for the cruel death inflicted' on him. In groups, discuss why you think the Church was intolerant in the fifteenth century and why its perspective has changed.
- Using **Source 5** and the information in this subtopic, imagine you are around your present age but you are living in this street during the Renaissance. If you are a girl, you have been sent out by your poor family to work as a servant in the mansion at the left. If you are a boy, you have just commenced an apprenticeship in a workshop further down the street. Write a description of what you would see and hear, how you would feel about your situation, and what hopes you would have for your future.
- Write four questions a historian investigating the Renaissance could ask when analysing **Source 3**.
- Use the internet to research the life of Lucrezia Borgia (see **Source 4**). Prepare a presentation in which you give a brief outline of her life and explain what her story reveals about the character of Renaissance Italian society and the position of women in that society.

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Complete this digital doc: Worksheet 6.1: The Renaissance — what was it?

6.5 Artistic stars of the Renaissance

6.5.1 Renaissance artists

Many people consider the Italian -Renaissance artists and architects to be among the greatest of all time. Among the most famous are Michelangelo Buonarotti (1475–1564), Leonardo da Vinci (1452–1519), Raphael (1488–1520) and Titian (1488–1576).

6.5.2 Renaissance painting and sculpture

During the Renaissance, there was a great increase in demand for the works of talented painters, sculptors and architects, and cities competed to attract them by promising great rewards. Renaissance visual artists created works that were different in style from most art of the Middle Ages (compare **Sources 5** and **6**). Artists now felt free to experiment with technique, light and colour. Unlike earlier artists, they used rich colours and tried to show depth in scenes by painting perspectives and distances realistically. This gave their paintings the feeling of having three dimensions. Artists began to use oil paint, and many of them created **frescoes** on buildings by applying paint to wet lime plaster.

SOURCE 1 Michelangelo Buonarroti



SOURCE 2 Leonardo da Vinci



SOURCE 3 Raphael



SOURCE 4 Titian



Medieval sculptures had been mostly relief sculpture (shallow figures carved out of a flat background). Renaissance sculptors were inspired by ancient Greek statues of the classical style that had developed in the fifth century BC. They were also inspired by Roman statues that copied this Greek style. To achieve realism, Renaissance painters and sculptors used live models to create the figures in their works. They also studied **anatomy** to gain a better understanding of how the human body functions and moves.

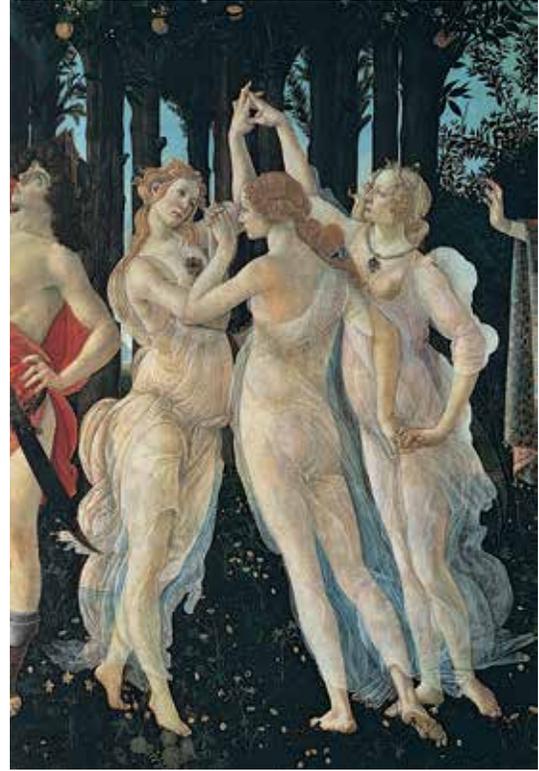
Subject matter

Like medieval artists, Renaissance artists still painted religious scenes, especially scenes depicting events in the Bible and the lives of saints. However, many also worked on other subjects including scenes from Greek and Roman myths, landscapes and portraits, especially of their wealthy patrons.

SOURCE 5 An illustration from a medieval manuscript depicting the Three Graces (goddesses from Greek and Roman myths)



SOURCE 6 A detail from Sandro Botticelli's painting *Primavera* (c. 1482) showing the Three Graces



DID YOU KNOW?

Antonio Pollaiuolo, who lived during the fifteenth century, was probably the first artist to dissect (cut up) human corpses to study anatomy. Leonardo da Vinci did the same and even discovered that hardening of the arteries was a cause of death in older people.

6.5.3 Renaissance architecture

Like Renaissance sculptors, Renaissance architects were inspired by the reawakened interest in the knowledge and techniques of ancient Greece and Rome. The remains of ancient Roman buildings with their Greek columns and Roman arches and domes stood in many places, especially in Italy. Architects copied their styles and techniques to design new buildings.

Among the most brilliant of their works is the dome of the Cathedral of Santa Maria del Fiore in Florence. The building of this church had commenced in 1296. In 1419 Filippo Brunelleschi (1377–1446) won a competition to design its dome. Brunelleschi based his dome on the style of ancient Rome. His completed dome is considered one of the greatest architectural achievements of the Renaissance (see **Source 2** in subtopic 6.2).

SOURCE 7 Michelangelo Buonarroti's famous *Pieta* (meaning 'pity'). The marble sculpture depicts Mary holding the body of her son Jesus Christ after his crucifixion.



SOURCE 8 A small section of the mural on the ceiling of the Sistine Chapel (the Pope's private chapel) in Rome. This section shows God giving life to Adam. Michelangelo spent four painful years painting the entire mural.



SOURCE 9 Rooftop view of the Cathedral of Santa Maria del Fiore in Florence



SOURCE 10 Interior view of Last Judgment Fresco Cycle in the dome (duomo) of Cathedral of Santa Maria del Fiore, Florence



6.5 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Name four famous Renaissance artists.
2. How did the Renaissance benefit talented painters, sculptors and architects?
3. Why did Renaissance artists study anatomy?
4. What ancient styles inspired Renaissance sculptors and architects?

Apply your understanding

- Compare **Sources 5** and **6**. Identify three differences between the styles of these two artworks using the following headings:
 - depth
 - realism
 - colour.
- Look closely at **Source 7**.
 - Describe the details of the sculpture.
 - Describe the emotional effect of the sculpture.
 - What would have been the difficulties of carving this out of a single piece of marble?
- The mural in **Source 8** was painted on a ceiling very high above the chapel floor. Imagine and discuss the difficulty of such a task in the sixteenth century.

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Complete this digital doc: Worksheet 6.2: Artistic stars



Explore more with these weblinks: Renaissance connection
Renaissance art gallery

6.6 The spread of the Renaissance

6.6.1 A widening movement

From about 1450, the Renaissance spread from Italy to every part of Europe. Historians call this movement the Northern Renaissance. Ideas were spread in several ways: through rulers importing Italian art and employing Italian artists and architects; through trade; through northern European students attending Italian universities; and through northern writers and scholars who were influenced by Italian humanism. But the most important reason for the spread of Renaissance ideas was the growing availability of printed books.

Influential scholars, such as Erasmus and Rabelais, spread humanist ideas as they travelled. King Francis I of France brought in Italian artists, including Leonardo da Vinci, to paint for his court. Several Italian artists came to Poland from the mid-fifteenth century. King Ivan III brought in Italian architects to design Russian buildings. Young Hungarians studying in Italy returned with humanist ideas and, in the late fifteenth century, the Hungarian city of Buda became an important centre of the arts with one of Europe's greatest collections of books.

The spread of the Renaissance was not about the copying of Italian ideas but the development of them. In Northern Europe, the brothers Hubert and Jan van Eyck perfected techniques of painting in oils. This enabled paintings to survive for a longer period of time. In the

SOURCE 1 An engraving from the 1800s of William Shakespeare (1564–1616), the English playwright and poet who is regarded as the greatest writer in the English language



Netherlands, the painter and printmaker Pieter Bruegel (1525–1569) followed Italian artists in depicting scenes from the Bible. An example is his famous *Massacre of the Innocents* (1565–1567), which depicts the biblical story of King Herod’s attempt to wipe out all young male children in ancient Bethlehem. However, Bruegel also explored other ideas in his artwork, such as the horrors of war in his *Triumph of Death* (1562), and he went on to influence many artists through his landscapes and scenes of peasant life.

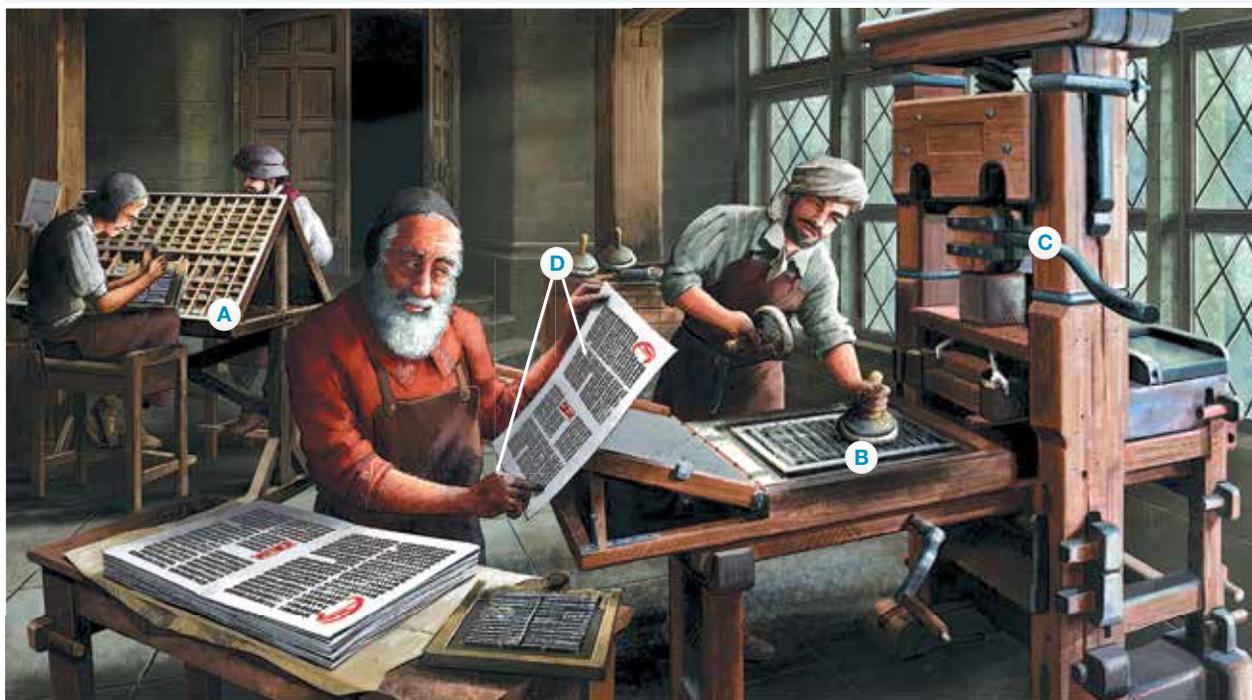
The English Renaissance

Some historians have argued that cultural developments in England were unrelated to the movement that began in Italy. However, from the early sixteenth century, Renaissance culture flourished in England, especially through the works of poets such as John Milton and John Donne, and playwrights such as Christopher Marlowe and William Shakespeare. Of all the great figures of the English Renaissance, none has had a more lasting influence than Shakespeare (see section 6.10.1).

6.6.2 The printing press

Even though many Europeans were illiterate, no means of spreading Renaissance ideas was more important than the printing press. A form of printing with moveable type had been used in China since the late tenth century, but the first European printing press was developed in Germany between 1440 and 1452 by Johannes Gutenberg (1398–1468), a goldsmith. Before Gutenberg’s press, books had to be copied by hand or printed from wooden blocks on which each letter had to be hand-carved.

SOURCE 2 A modern artist’s impression of printers producing books on a fifteenth-century printing press



- A** Metal letters, numbers and symbols called ‘type’ were arranged and rearranged side by side in rows held together by a frame to create each page of print.
- B** A frame of type was then fixed onto the press and the surface of the type was covered with ink.
- C** A press, adapted from a wine press for squashing grapes, was pulled down to press sheets of paper against the ink-covered type in the frame.
- D** The press was raised and the printed pages were removed. The complete sets of pages were bound together to make a copy of a book.

Gutenberg's press and those that improved upon it used movable metal type. This enabled books and pamphlets to be mass-produced so that ideas could circulate widely. Books were generally printed in Latin because it was the international language of scholars. They were also printed in the various languages used by the peoples of Europe. The first book produced on Gutenberg's press was the *Gutenberg Bible*, which was completed in 1456.

SOURCE 3 A model of one of Gutenberg's early (c. 1440) printing presses



DID YOU KNOW?

A Renaissance printing press could produce 3600 pages in a day. It has been estimated that more than 20 million copies of books had been produced on printing presses by 1500. By the late sixteenth century, ten times as many had been printed.

6.6 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. How did trade, students, scholars and artists contribute to the spread of Renaissance culture?
2. Which European city had a great collection of books by the late fifteenth century?
3. Give one example of a northern artist who was not only influenced by Renaissance ideas but who in turn went on to influence other artists.

Apply your understanding

4. Study **Source 2** and explain, in your own words, how the printing press worked.
5. Why might it have been much more difficult to develop a printing press with movable type using Chinese characters rather than European letters?
6. Why do you think that newspapers and other mass media are today often referred to as 'the press'?
7. Why would it have been an advantage for European scholars to communicate in Latin?
8. Before the printing press, the circulation of information was very restricted, especially as monks had done most of the work of copying books. Which sections of society were most likely to feel threatened by the mass-circulation of ideas through printing? Why?

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Complete this digital doc: Worksheet 6.3: The Renaissance spreads

6.7 A scientific revolution

6.7.1 The importance of humanism

We live in an age when the skills and knowledge needed in most fields of study have become so demanding that people have to specialise. Today, it would be unusual for a professional artist or historian to also be a professional scientist or mathematician. Within branches of the arts and sciences, people focus on specific areas. For example, modern scientists can specialise in fields such as biology, astronomy and chemistry — and these fields can be narrowed even further.

However, during the Renaissance, the arts and sciences were not really separate from each other. Nor were they really separate from religion. A scholar could be a priest, philosopher, scientist, artist and inventor.

That is why the terms ‘Renaissance man’ and ‘Renaissance woman’ are still used to describe someone whose knowledge spans a wide range of fields of study.

Throughout medieval times, the Catholic Church expected people to follow its interpretations of religion and science. Humanists challenged this control, denying that the Church always knew best. Pico della Mirandola (1463–1494) was a humanist who argued that God gave humans the potential to achieve great things if they used their talents. When Pico called for European scholars to meet in Rome to discuss his ideas, Pope Innocent VIII banned the meeting. In 1488, Pico fled to France because he was in danger of being declared a heretic. However, the Church found it hard to crush humanist thinking, especially after printing helped ideas to spread. New ideas and scientific understanding came gradually and many people contributed. Some of those people are discussed in the following sections.

6.7.2 Leonardo da Vinci (1452–1519)

Leonardo was one of the most remarkable of all the Italian Renaissance thinkers. He is most famous for his art, especially the *Mona Lisa*, arguably the most famous of all paintings. But he also conducted observations and experiments in biology, anatomy, geology, engineering, astronomy, mathematics and music. Among Leonardo’s many designs was an underwater diving suit, a robot and a glider.

6.7.3 A scientific legacy

Girolamo Fracastoro (1478–1553)

Enormous numbers of people died of diseases in medieval and early modern times. Medical methods had no effect when the Black Death of the Middle Ages killed about a third of Europe’s population. Most people believed that plagues were God’s punishments for human sins but Renaissance thinking brought fresh approaches to medicine. Fracastoro was an Italian scientist who discovered that diseases contained tiny particles (germs) that spread infection by direct contact, such as through contaminated clothing and bed linen and through the air. Three centuries later, his theories were proved to be correct.

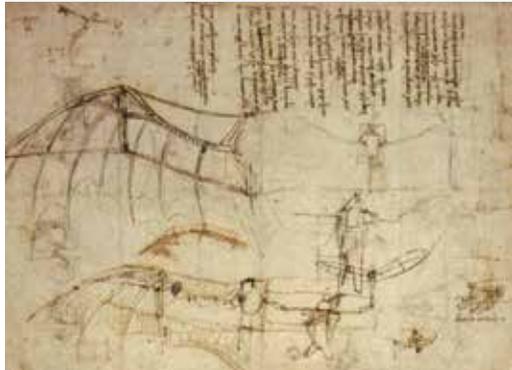
DID YOU KNOW?

Leonardo da Vinci recorded his observations, ideas and inventions in over 4000 pages of notebooks. These have to be read with a mirror because Leonardo wrote everything backwards.

SOURCE 1 Self-portrait of Leonardo da Vinci



SOURCE 2 Leonardo da Vinci's sketch and instructions for building a glider



SOURCE 3 In 2002, Steve Roberts built a glider based entirely on Leonardo’s sketches and instructions produced between 1490 and 1505. Roberts used only materials that would have been available in Leonardo’s time. The glider reached 10 metres above the ground and flew for up to 17 seconds on its longest flight.



Ambrose Paré (1509–1590)

Paré was a barber and surgeon in an age when amputations were often performed by barbers and the job was done without anaesthetic. Not surprisingly, many patients died of shock. Paré developed new methods of treating war injuries and saved many lives by tying off arteries to reduce blood loss.

Nicolaus Copernicus (1473–1543)

Copernicus was a Polish astronomer who developed a theory that put the Sun, rather than the Earth, at the centre of the universe. The Catholic Church held the view that the Earth was the centre of the universe and that the Sun, Moon and planets revolved around it. This belief had come from the ancient Greek philosopher Aristotle and had been described by the Greek astronomer Ptolemy in the second century CE.

Copernicus spent many years investigating the movements of heavenly bodies and, in 1515, he sent copies of his findings to other astronomers. After further study, Copernicus published his theory in a book called *On the Revolution of Heavenly Spheres* (1543). Copernicus's model of the planetary system is called a heliocentric system. It states that the Earth revolves around the Sun in a year and rotates on its axis once every 24 hours. This had an enormous impact on scientific thinking but it was a dangerous idea in an age when the Church could have scientific thinkers burned as heretics.

DID YOU KNOW?

Michael Servetus (1511–1553) was a brilliant Spanish scientific thinker whose studies included sciences, mathematics, languages and law. He was the first European to describe how blood circulated. Because Servetus opposed infant baptism and argued that God was one being, not three, both the Catholic and Protestant churches condemned him as a heretic. He was arrested in Geneva, Switzerland, and burned at the stake on the orders of the Calvinist governing council.

Giordano Bruno (1548–1600)

Some thinkers *were* burned as heretics. That was the fate of Italian **friar**, philosopher, astronomer and mathematician Giordano Bruno who accepted Copernicus's ideas but took them further, recognising that the Sun is just one of billions of suns in the universe. Several of Bruno's religious ideas also differed from those of the Church. In 1600, the **Roman Inquisition** found him guilty of heresy and had him burned at the stake.

Andreas Vesalius (1514–1564)

Vesalius is often called 'the father of human anatomy' because of his contributions to understanding the human body. The Catholic Church banned people from dissecting human bodies. This meant that up to early modern times, doctors had to rely on the writings of ancient Greeks such as Hippocrates and Galen for their

SOURCE 4 A fifteenth-century illustration depicting an amputation



SOURCE 5 An illustration of the human skeleton that Vesalius published in 1543



understanding of anatomy. This made it very difficult to treat injuries and disease. Vesalius defied the Church and obtained the permission of the local law courts to dissect and conduct experiments on the bodies of people who had been executed. In 1543, Vesalius published a book with drawings of different parts of the body and explanations of how they worked.

Galileo Galilei (1564–1642)

Galileo was an Italian astronomer, physicist, mathematician, philosopher and inventor. He developed a telescope and carried out observations that enabled him to prove that Copernicus was right about the movement of the Earth and other planets. Galileo published his findings in 1632, and in the following year the Roman Inquisition charged him with heresy and threatened him with torture. As he was found to be ‘suspect of heresy’, he was forced to **recant** and was kept under house arrest for the remainder of his life.

SOURCE 6 *Trial of Galileo*, painted in the seventeenth century



6.7.4 The Enlightenment

The Renaissance encouraged educated people to challenge authority, especially the Church, and to be guided instead by observation and reason. By the eighteenth century, educated Europeans were influenced by the ideas of what became known as the Enlightenment. This century saw the emergence of a number of remarkable thinkers who carried out their own experiments in the search for greater understanding.

The Age of Reason also produced some outspoken critics of the old systems of power. Among them was the French thinker Voltaire who ridiculed the Church and the monarchy. Another was Jean-Jacques Rousseau. In 1743, Rousseau began writing a book about politics and human society. It was called *The Social Contract*, and its opening line was ‘Man was born free, and he is everywhere in chains’. Later in the century, such ideas would inspire the leaders of the French Revolution to overthrow the power of the Church and the old ruling class of kings and nobles.

6.7 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. How did the power of the Catholic Church restrict scientific investigations?
2. Draw up two columns. In the left column, write the names of each of the scientific thinkers mentioned in this subtopic. In the right column, list at least one of each thinker’s most important achievements.
3. Explain how plagues and humanism influenced investigations into medical methods.

Apply your understanding

4. How do **Sources 2** and **3** support the claim that Leonardo da Vinci, shown in **Source 1**, was a revolutionary thinker?
5. Look closely at **Source 4**. Describe what is happening and give three reasons why this man might not have survived the operation.
6. Study **Source 5**. Explain why Vesalius was able to depict the human skeleton so accurately and why it had been difficult to create accurate **anatomical drawings** before his time.

7. Working in small groups, write a script and perform a role-play based on the events depicted in **Source 6**. Try to convey the different perspectives of Galileo and the judges and prosecutors of the Roman Inquisition.
8. Choose one of the thinkers from the following list:
 - (a) Konrad Gessner (1516–1565)
 - (b) Sir Francis Bacon (1561–1626)
 - (c) Johannes Kepler (1571–1630)
 - (d) Gerardus Mercator (1512–1594)
 - (e) William Gilbert, also known as Gilbard (1544–1603).Conduct research and write a one-page biography of your chosen thinker, describing his contribution to science and technology. You could submit your biography as a PowerPoint presentation.

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Complete these digital docs: Worksheet 6.4: Daring to delve

Worksheet 6.5: Analysing a visual source

6.8 The Reformation and Counter-Reformation

6.8.1 Changes to the Church

Religious beliefs had enormous influence over people's thinking in the Renaissance era. This was particularly the case in northern Europe, where humanism encouraged many people to question the ideas and power of the Church. The Catholic Church lost its influence in most of that region during the sixteenth century. The Reformation began as an attempt to reform the Church but instead led to significant and permanent divisions in Christianity.

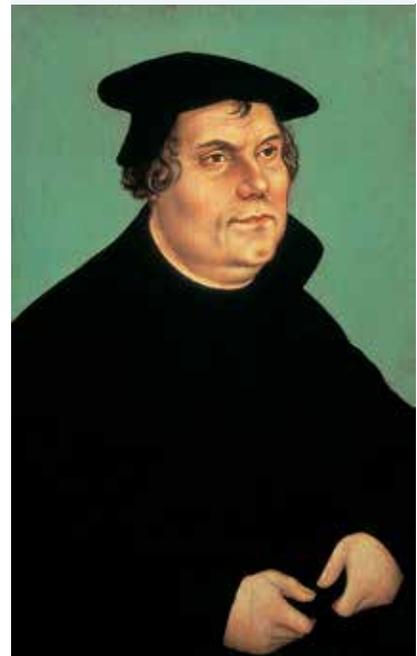
Martin Luther

Martin Luther was a German Catholic monk and a professor at the University of Wittenberg. Luther believed that some Church teachings were wrong and that the Church was more concerned with making money than saving souls. He hated the Church's practices of selling indulgences (making people pay to have a dead person's soul enter heaven) and selling positions of authority in the Church. He was also angry that many priests, who had taken vows of **chastity**, lived openly in sexual relationships.

In 1517, Luther nailed his *Ninety-Five Theses* to the door of Wittenberg Cathedral. His arguments included the following ideas:

- Popes, bishops and priests were not superior to other Christians.
- Indulgences were corrupt because only God could decide on punishments for sins.
- Priests should be permitted to marry.
- People were not saved (able to enter heaven) by following Church practices.
- Christians did not need priests to stand between them and God.
- People could achieve salvation only through faith in Jesus Christ.

SOURCE 1 Portrait of Martin Luther painted by his friend Lucas Cranach the Elder in 1529



SOURCE 2 A woodcut by Jorg Breu, c.1530, showing the Pope's representatives selling indulgences to Catholic townspeople



myWorldHistoryAtlas

Deepen and check your understanding of the topic with the following resources and auto-marked questions:

🕒 Protestant Reformation

6.8.2 Why did Protestantism survive?

In 1520, the Pope declared Luther to be a heretic and excommunicated him in the following year. However, Luther gained many supporters. These people were called Protestants because they protested against the Catholic Church. Those who followed Luther's ideas came to be known as Lutherans.

Luther's ideas spread quickly through printed pamphlets and he gained support from German rulers. Many oppressed German peasants were inspired by Luther's revolt against the Church and they rose up against their feudal lords. But Luther encouraged German rulers to crush them. Not surprisingly, the defeated peasants turned away from Lutheranism.

New forms of Protestantism

Other forms of Protestantism soon appeared. In Switzerland, John Calvin formed a church that replaced bishops and priests with elected ministers. Calvinists believed that only some people were chosen to be saved. Others were doomed to burn in hell. Calvinism spread into parts of France, Germany, the Netherlands and Scotland. Among other Protestants were the Anabaptists, who rejected the practice of baptising children. The Church of England was formed initially because the Pope would not grant England's King Henry VIII a divorce. Henry declared that he, not the Pope, was head of the English Church. After Henry's death, Protestant ideas came to dominate the Church of England.

6.8.3 The Counter-Reformation

From the twelfth century, the Catholic Church had used the Inquisition to crush heretics. But as Protestantism took hold in northern Europe, Catholic leaders came to see that this movement could not be defeated through persecution alone. From 1545, the Church worked to stamp out corruption and to promote Catholic beliefs. Among Catholicism's most effective defenders was the Society of Jesus (Jesuits). It was formed in 1534 to convert heretics and non-believers. Jesuit priests set up missions, schools and colleges in Africa and Asia. In the New World, they befriended and converted many Native Americans.

6.8.4 Wars of religion

Religious uprisings and wars raged across Europe for over a century. In Germany, under the Peace of Augsburg (1555), it was agreed that each ruler had the right to decide the religion of his subjects. However, in 1618, the Thirty Years' War began. It was partly about religion and partly a struggle for power between rival rulers. It spread over much of Europe but was worst in Germany, where a third of the population was wiped out.

SOURCE 3 The Massacre of Saint Bartholomew's Eve in Paris on 24 August 1572. In this incident, Catholic extremists dragged some eight thousand Huguenots (French Protestants) out of their beds and slaughtered them. The slaughter of Protestants continued for several weeks outside Paris.



6.8 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. In Luther's *Ninety-Five Theses*, identify one demand that was concerned with corruption and one demand that challenged Church beliefs.
2. Why would German peasants have felt betrayed by Luther?
3. Under the Peace of Augsburg, who had the right to decide what religion people would follow in any state?
4. How were the results of the Protestant Reformation different from the intentions of those who started it?
5. What was the Counter-Reformation?

Apply your understanding

6. In what ways might Luther's portrait (shown in **Source 1**) be different if it had been painted by either a Catholic priest or a peasant who took part in the Peasants' War?
7. What point was Jorg Breu making about indulgences in **Source 2** ?
8. Using **Source 3** as your evidence, write a paragraph describing one consequence of the Reformation.

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Complete this digital doc: Worksheet 6.6: Church — challenge and change

6.9 SkillBuilder: Interpreting Renaissance era sources

6.9.1 What are our main sources for the Renaissance era?

We have a great range of primary sources that provide evidence for the Renaissance. Many of them are concerned with religion, politics, art, literature, architecture and trade. In this section we will focus on sources connected with the scientific revolution that was such an important part of the Renaissance.

The importance of interpreting sources

Primary sources for any age can be used as a window into the way people thought, what they understood or could not understand about their world, and how their world view was different from ours. Interpreting a source involves:

- identifying its origin
- identifying its purpose
- recognising what it provides evidence for
- recognising the ideas or points of view represented by the source
- drawing conclusions about the information identified.

6.9.2 How to interpret Renaissance sources

We need to think carefully about the clues and insights that a source might provide. This involves asking questions such as the following:

1. Who created the source and what do we know about its creator?
2. Where and when was it created?
3. What was its purpose?
4. For what aspect of the age does the source provide evidence?
5. What ideas or viewpoints does the source represent?
6. What conclusions about the Renaissance era can we draw from the source?

Step 1

The view of the universe shown in **Source 1** was developed by Aristotle (384–322 BCE), an ancient Greek thinker, and changed only slightly by Ptolemy, another Greek, in the second century CE.

Aristotle's view was taught in universities in Christian Europe from the twelfth century CE. During the Renaissance era, the Catholic Church still maintained that Aristotle's explanation was unquestionably true. Aristotle held that Earth stood still at the centre of the universe. Water, air and fire were shells around the sphere of Earth. Heavenly bodies were believed to be spheres of an element called *aether*, and they were supposed to rotate in perfect circles around Earth in the following order: Moon, Mercury, Venus, Sun, Mars, Jupiter, Saturn, fixed stars and a 'prime mover' (*Primu Mobile* on the diagram). It was believed that beyond this system there was no wider universe.

SOURCE 1 The structure of the universe as theorised by Aristotle



Step 2

Study **Source 1**. The questions for interpreting sources have been applied to this source.

1. *Who created the source and what do we know about its creator?* Its original creator was Aristotle, an ancient Greek.
2. *Where and when was it created?* The model represented in this drawing was created in Greece in the fourth century BCE.
3. *What was its purpose?* Its purpose was to explain the order of the universe.
4. *For what aspect of the Renaissance era does the source provide evidence?* It provides evidence for the progress or lack of progress of scientific investigation during the Renaissance era.
5. *What ideas or viewpoints does the source represent?* It provides evidence that the Church still upheld an explanation of the universe that had been developed about 2000 years earlier.
6. *What conclusions about the Renaissance era can we draw from the source?* There had been little or no advances in astronomy in Europe for thousands of years, and the Church stood in the way of such advances.

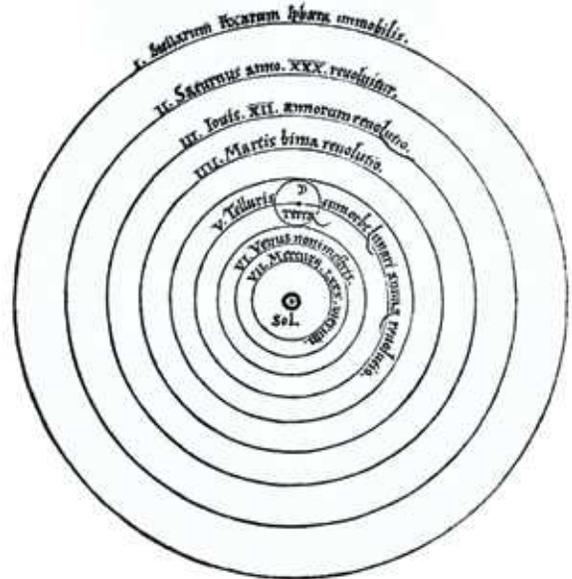
6.9.3 Developing my skills

Study **Source 2**. This alternative view of the universe was presented by the Polish astronomer and mathematician Nicolaus Copernicus (see subtopic 6.7). From about 1507, Copernicus's calculations convinced him that the Earth rotated on its own axis and that it rotated around the Sun, which was the real centre of the universe. He spent much of the next thirty or more years working on this theory, but he delayed publishing his ideas because he feared that the Church would call him a heretic. The theory was finally presented in his book *The Revolution of the Heavenly Bodies*, which was published in 1543 as he was dying. Like other scholarly books of the time, it was written and printed in Latin. In Copernicus's diagram, *sol* means Sun and *terra* means Earth.

Now use the six questions to interpret **Source 2**.

1. Who created the source and what do we know about its creator?
2. Where and when was it created?
3. What was its purpose?
4. For what aspect of the age does the source provide evidence?
5. What ideas or viewpoints does the source represent?
6. What conclusions about the Renaissance era can we draw from the source?

SOURCE 2 This alternative view of the universe was presented by the Polish astronomer and mathematician Nicolaus Copernicus



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Complete this digital doc: Worksheet 6.7: Interpreting Renaissance-era sources

6.10 Legacies of the Renaissance

6.10.1 Legacies of the Renaissance

The legacy of the Renaissance is enormous. Its spirit of inquiry encouraged change and a thirst for new knowledge and understanding. It brought in ways of thinking that are essential to the scientific advances that are so much a part of the modern world. The Renaissance era has also given us a wonderful cultural legacy, while the Reformation and Counter-Reformation have shaped relations between the different Christian **denominations** in the world today.

Renaissance art

Millions of people visit Italy every year to see the artistic legacies of the Renaissance. In Florence, they visit sites such as the Cathedral of Santa Maria del Fiore, the Uffizi Gallery, which has some of the great works of Renaissance art, and the Accademia Gallery, which holds Michelangelo's magnificent sculpture *David*. The Vatican in Rome holds many more Renaissance artistic treasures, and there are others scattered around churches, galleries and museums across Italy and throughout the world.

SOURCE 1 Artwork on the ceiling of the Sistine Chapel at St Peter's Basilica



SOURCE 2 The dome of St Peter's Basilica is considered to be a Renaissance cultural treasure.



Renaissance literature

The spirit of the Renaissance combined with the introduction of printing contributed to the rise of literature, which has been with us ever since. Among the most famous of all Italian Renaissance writers was Niccolò Machiavelli (1469–1527). His book *The Prince* described ruthless methods of gaining political power. In modern times, we use the word *Machiavellian* to describe someone who uses ruthless, scheming methods to rise in politics.

Even more significant have been the works of the great English Renaissance era playwright William Shakespeare (1564–1616) who produced about 38 plays and over 160 poems. Not since the age of the ancient Greeks had such great steps been taken to explore human behaviour through drama. In his own time, the audiences for performances of Shakespeare's plays included every level of English society. Shakespeare's plays are still widely studied. They have been translated into almost all modern languages and their performances still draw huge audiences throughout the world. This is because they portray human situations and conflicts and pose questions that are still relevant to modern times.

Scientific legacies

Probably the most important of all legacies of the Renaissance era is scientific thinking. In the fifteenth and sixteenth centuries, there was no such profession as science. Scientific studies were not seen as separate from religion, and authorities saw inquiry as a threat to their beliefs and their power. We know today that there is much more to the universe than was discovered by Copernicus or Galileo, and we also know that there is still much remaining to be discovered. However, what these Renaissance thinkers did was to courageously investigate and to develop hypotheses based on observations, calculations and other kinds of evidence. We owe a great debt to those who pushed the boundaries of knowledge, knowing that asking questions could cost them their lives.

6.10.2 Legacies of the Reformation and Counter-Reformation

The Reformation and Counter-Reformation also encouraged the spread of education and learning. One immediate result was the translation of the Bible into the native languages of each country. Previously, the Bible could be read only by scholars who had studied Latin. The Reformation was followed by centuries of hatred and intolerance between Catholics and Protestants that lasted until the latter part of the twentieth century in some countries. However, since then, people in most Christian countries have become much more tolerant.

SOURCE 3 Ruins of Kirkstall Abbey, near Leeds in England. When King Henry VIII of England broke away from the Catholic Church he closed down the Catholic monasteries. Kirkstall Abbey was closed in 1539. The lands of such monasteries were given to powerful supporters of the king. This was one of many acts during the Renaissance era that caused centuries of bitterness between Catholics and Protestants.



6.10 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Draw up three columns in your workbook.
 - (a) In the first column, make a list of legacies of the Renaissance era.
 - (b) In the middle column, give one example of each type of legacy. You may need to look back at previous subtopics for more information.
 - (c) In the third column, rank these legacies in the order in which you think they have had the most impact on the modern world.
 - (d) Share your list with the class and justify your rankings.

Apply your understanding

2. Working in pairs, discuss what **Sources 1** and **2** can show us about the ideas, values and skills of Renaissance artists and architects.
3. Suggest ways in which **Source 3** provides evidence of:
 - (a) religious intolerance
 - (b) ways in which some people used the Reformation to increase their wealth and power.
4. In Renaissance Italy, wealthy individuals such as members of the Medici family, and wealthy institutions such as the Catholic Church, played important roles as patrons of the arts. This meant that they paid

artists to produce artwork. Without such support, many great Renaissance artworks would not exist. Hold a class discussion on whether it is still important to support art and, if it is important, who should play such a role today.

5. The Renaissance saw conflict between science and religion. Do you think there is still such a conflict today or can a person now be both scientific and religious?

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Complete this digital doc: Worksheet 6.8: Legacies of the Renaissance

6.11 Research project: Renaissance Antiques brochure

6.11.1 Scenario and task

Your new concept store is about to open. The sign above the door says Renaissance Antiques. You are hoping to attract a wealthy and discerning clientele and your store will exclusively stock items made or invented in the Renaissance period — a marvellous time of new ideas and discoveries. You will launch your new store with a well-designed and highly informative catalogue.

Design a catalogue for Renaissance Antiques. Your catalogue should showcase the items you are selling and include short descriptions of their history and why they are part of the Renaissance Antiques range. Because yours is an upmarket store that caters to a certain class of buyers, there is no need to advertise the prices of the goods to the public; prices will be ‘available on application’. The project would work best with a design team of three to four, with each team member responsible for at least four to five brochure items. You might like to organise your brochure around categories such as:

- inventions that changed our world
- art
- learning
- famous families
- everyday items
- weapons
- religious items
- transport
- architecture
- moving around the world (shipping materials, maps, navigation aids, etc.)



6.11.2 Process

- Work in pairs or small groups to complete this research project.
- Access your learnON title to watch the introductory video lesson for this project.
- In the Resources tab you will also find a selection of images that have been provided to help you get started on your brochure. A sample brochure item is also included to help you understand the language of selling.
- Using the information throughout this topic as your starting point, research four to five sales items (they can be the actual items or plans, drawings and other graphic material related to items) in the categories you have chosen. You should each find at least three sources (other than this resource and at least one offline source such as a book or encyclopaedia) to help you discover extra information about life in this time and place.
- When your research is completed, your group should collaborate and decide on a style for your brochure. You need to consider how you will design the layout of the items, the font and style for your headings, a shop logo, and where to place basic information, such as how to find your shop, contact details and opening times. Remember that you are honest merchants, so please advise customers of any item that is of contemporary manufacture and merely a copy of an item made or designed in the Renaissance.
- Once your design is finalised, create your brochure using Word or desktop publishing software.
- Proofread and check your work thoroughly — ensure each group member participates in this checking process.
- When you are happy with your completed brochure, print and submit it to your teacher for assessment.



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Go online to access additional resources such as templates, images and weblinks.

6.12 Review

6.12.1 Review

In this topic you have learned about Renaissance Italy, including the social, cultural, economic and political characteristics of some of the Italian city-states. You have learned about some significant people of the era, some great artistic achievements and about the scientific revolution that took place in Europe. You have also learned about the spread of the Renaissance, about the religious upheavals that accompanied it and about its continuing legacies.

KEY TERMS

- anatomy** the scientific study of the structure of the body
- anatomical drawings** drawings showing the workings of organs and systems of the body
- chastity** choosing not to have sexual relationships
- Christendom** an old term for Christian countries
- classics** the literature of ancient Greece and Rome
- denomination** a religious group, especially an established church
- excommunicate** to cut off from all communication with the Church. It was taught that those who were excommunicated would go to hell when they died.
- fresco** a picture painted on a freshly plastered wall or ceiling
- friar** a member of a Catholic order who was supposed to live in poverty
- heresy** any religious opinion that differed from that of the Roman Catholic Church
- humanism** the study of human beings using reason and broad knowledge
- Latin** the language of ancient Rome and of the Catholic Church until recent times. It was also the international language of scholars throughout Europe until the eighteenth century.
- mercenary** a soldier who fights for money rather than for patriotic reasons
- philosophy** the study of the principles underlying all knowledge
- Pope** the head of the Roman Catholic Church
- principalities** states ruled by princes
- reason** thinking critically and arguing logically
- recant** to take back a former opinion, usually with a confession that you were wrong
- republican** political system that does not have a monarch as its head
- Roman Inquisition** a system of tribunals set up by the Catholic Church during the sixteenth century to censor literature and prosecute people accused of heresy and other crimes
- status** position or standing in a society
- Venetian** a citizen of Venice

6.12 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Multiple choice quiz 

Short answer quiz

1. What was humanism?
2. What role did Italian cities play in starting the Renaissance?
3. Why were many people critical of the Catholic Church by the beginning of the sixteenth century?
4. Name three important artists of the Renaissance.
5. Why is Leonardo da Vinci regarded as one of the greatest of all Renaissance thinkers?
6. Who was Galileo Galilei and how was his work stopped in 1633?
7. Who were Martin Luther and John Calvin?
8. What was the Counter-Reformation?
9. Why was Giordano Bruno burned alive?
10. Which Italian writer wrote *The Prince*?

11. Who was Johannes Gutenberg?
12. How many pages could be printed in a day using a Renaissance-era press?
13. Which English Renaissance playwright's work is still widely performed today?
14. Name one famous Italian art gallery.
15. What important medical discovery was made by Girolamo Fracastoro?
16. Who was Andreas Vesalius?
17. How did Ambrose Paré save lives?

Apply your understanding

18. In this topic you have encountered some remarkable Renaissance artists and thinkers. To gain a deeper understanding of individual contributions to this era, use the internet and your library to prepare a PowerPoint presentation on the work of one of the following people.

Italian Renaissance artists

- Leonardo da Vinci
- Michelangelo Buonarroti
- Raphael
- Giovan di Lorenzo Larciani
- Titian
- Paris Bordone
- Paolo Caliari (called Veronese)
- Jacopo Robusti (called Tintoretto)
- Michelangelo Merisi (called Caravaggio)

European Renaissance writers, scientists and thinkers

- Desiderius Erasmus (called Erasmus of Rotterdam), Dutch humanist
- Ignatius of Loyola, founder of the Society of Jesus (Jesuits)
- Andreas Vesalius, anatomist and physician
- Miguel de Cervantes, Spanish author
- Niccolo Machiavelli, Italian author
- Francois Rabelais, French author
- Thomas Moore, English author
- William Shakespeare, English playwright

19. (a) Examine **Source 1**. Where did the gold that lines the ceiling of the Church of Santa Maria Maggiori come from?
(b) How does this ceiling provide evidence to support some of the criticisms that Luther and others made of the Catholic Church in this period?

SOURCE 1 The interior of the Church of Santa Maria Maggiori in Rome. This Catholic church dates from the fifth century. However, the ceiling was constructed during the Renaissance, and it is lined with gold brought from the New World (a term for the newly discovered Americas).



Go online to access additional end of topic resources such as interactivities and printable worksheets.

➔ **Try out these interactivities:** Renaissance Italy timeline (int-2946)
Renaissance Italy word search (int-4097)

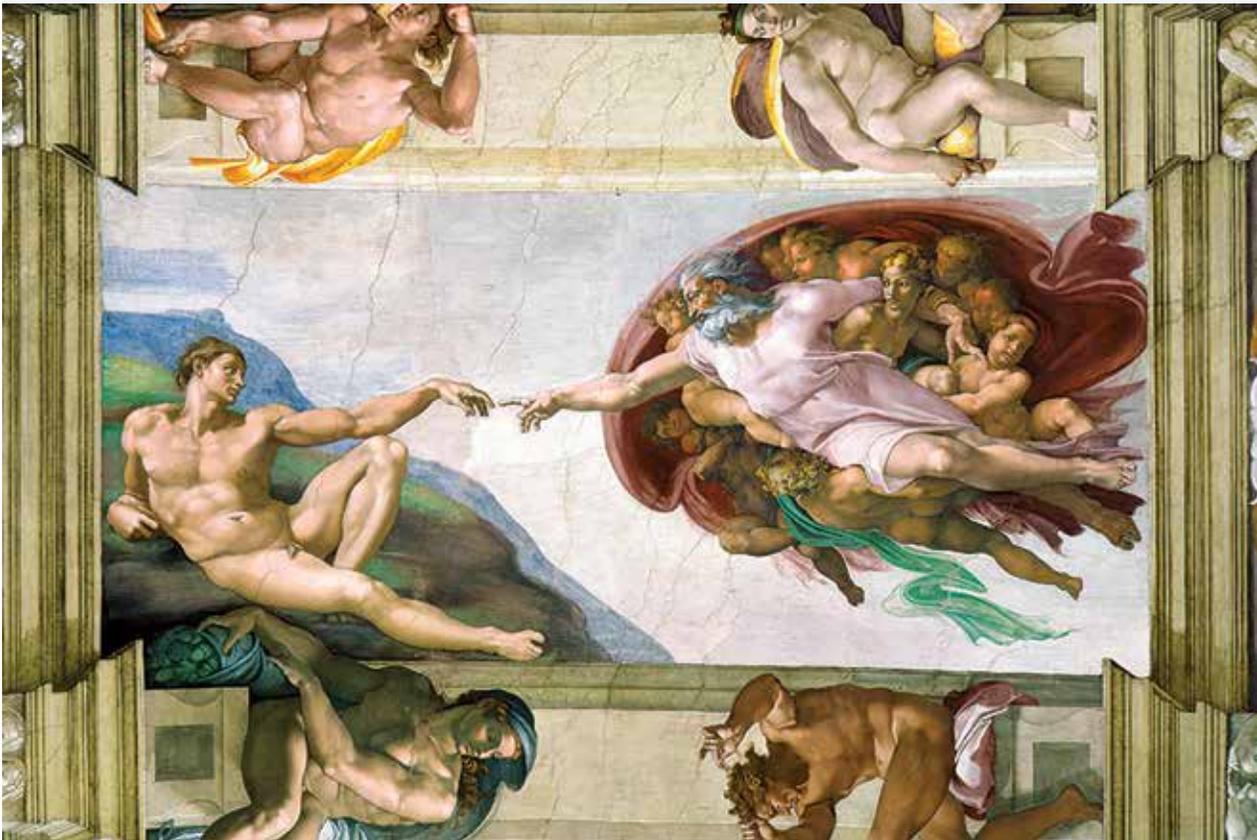
📄 **Complete these digital docs:** Worksheet 6.9: Word search
Worksheet 6.10: Summing up
Worksheet 6.11: Reflection

Back to the big questions

At the beginning of this topic several big questions were posed. Use the knowledge you have gained to answer these questions.

1. What were the main features of Italian Renaissance society?
2. What kinds of relationships existed between the rulers and those they ruled?
3. What were some of the most significant achievements of the Renaissance?
4. How did significant individuals influence the Renaissance?
5. What have been the legacies of the Renaissance era?

A small section of the mural on the ceiling of the Sistine Chapel (the Pope's private chapel) in Rome. This section shows God giving life to Adam. Michelangelo spent four painful years painting the entire mural.



TOPIC 7

Angkor and the Khmer Empire (c. 802–1431)

7.1 Overview

Numerous **videos** and **interactivities** are embedded just where you need them, at the point of learning, in your learnON title at www.jacplus.com.au. They will help you to learn the content and concepts covered in this topic.

7.1.1 Links with our times

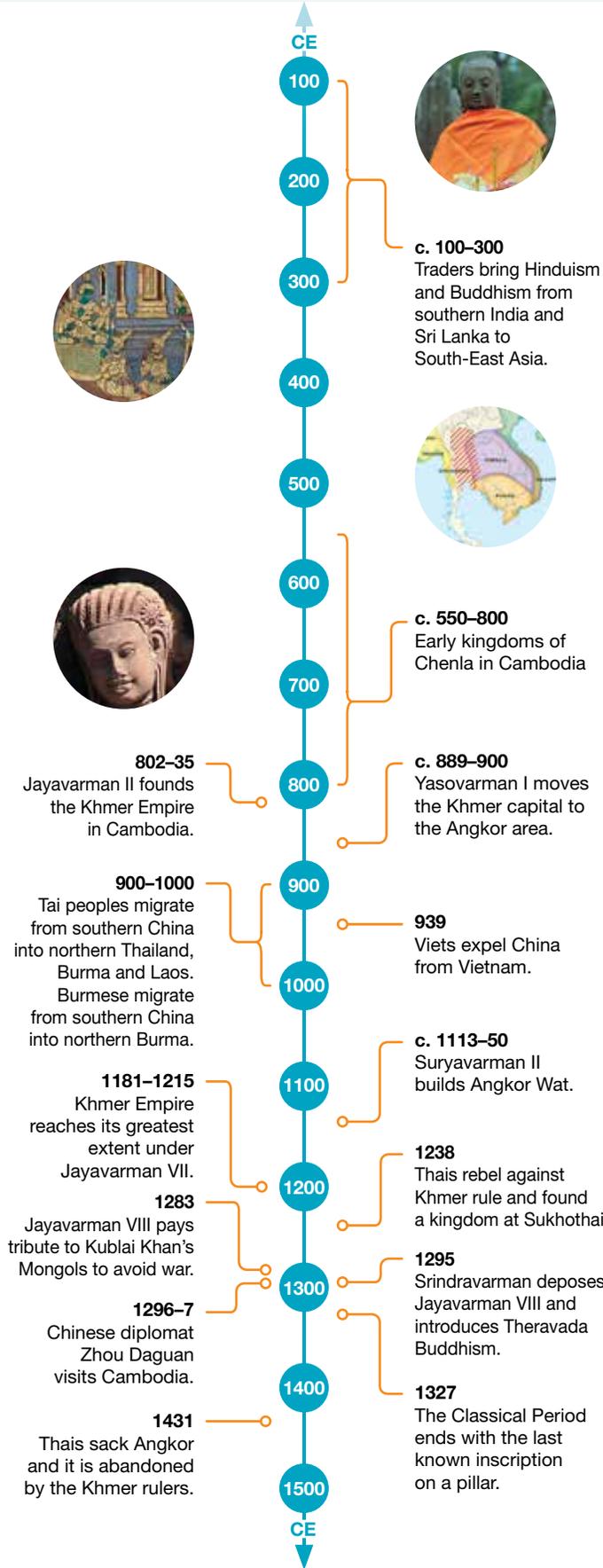
The countries that make up South-East Asia are Australia's nearest neighbours after New Guinea and New Zealand. Until the 1970s, many Australians viewed South-East Asia with suspicion and some people imagined that Australia might be invaded. Few Australians understood the history and culture of these countries. Today, we have close ties with several countries in South-East Asia and some are popular destinations for Australian travellers.

But how much do we really know or understand about these countries? Many Australians consider the Indonesian island of Bali to be an inexpensive and attractive holiday destination. But it is also the place where 202 people — including 88 Australians — died in a terrorist attack in 2002. Vietnam, where Australians took part in a long and cruel war in the 1960s and early 1970s, is now seen as an exciting place to visit. Thailand has been promoted by the tourism industry as the 'Land of Smiles' for so long that many Australians were puzzled when political violence erupted there in 2010.

SOURCE 1 Part of the amazing temple complex of Angkor Wat in Cambodia



SOURCE 2 A timeline of the Khmer Empire



SOURCE 3 Part of the amazing temple complex of Angkor Wat in Cambodia



Big questions

As you work through this topic look for information that will help you to answer these questions:

1. What were some significant events in the history of the Khmer Empire?
2. How did the Khmer interact with their environment?
3. What were the effects of contact between the Khmer and other societies?
4. How did religious beliefs and values influence Khmer society?
5. What have been the main legacies of the Khmer civilisation?

Starter questions

1. List three South-East Asian countries.
2. Have you ever visited a South-East Asian country? If so, how was it different from Australia?
3. Why do you think many Australians used to be suspicious of South-East Asia?
4. Why might it be important for people in Australia to have a better understanding of South-East Asia's history, peoples and cultures?

In recent years, Cambodia has attracted increasing numbers of Australian travellers with its amazing Angkor temple complex. However, it hasn't always been a tourist destination. Between 1975 and 1979, Cambodia was ruled by a regime called the Khmer Rouge, which killed possibly one-fifth of Cambodia's people. You may know that in 1992, Australian soldiers and police formed part of a United Nations peace-keeping force that assisted Cambodia's transition from bloody civil war to elected government. However, you may not know that Cambodia was once the centre of a great empire that controlled most of mainland South-East Asia.

To understand any country or region, you need to know its history. In this topic, you will learn about mainland South-East Asia, particularly Cambodia, between the ninth and fourteenth centuries. As you will discover, this region's history is as rich and exciting as that of any place on Earth.

7.2 How do we know about Angkor and the Khmer Empire?

7.2.1 Legendary history

In this topic, we will be studying South-East Asia during the time of the Middle Ages in Europe. Many historians call this the Classical Period of South-East Asia because it was a time when powerful states emerged, along with great achievements in art and architecture. You will notice some remarkable similarities between China, India and some ancient civilisations of the Mediterranean region; however, you will also notice great differences.

The main focus of this topic will be on the Khmer Empire, which was based in Cambodia from about 802 to 1431. To understand how Khmer society developed, we need to examine the bigger picture and study how this civilisation fits in the history of South-East Asia as a region. Khmer society both influenced and was influenced by neighbouring civilisations. This is because at its height the Khmer Empire controlled much of modern Thailand, Laos and Vietnam.

Many details of the history of South-East Asian societies are still a mystery. Like the ancient Greeks, Romans, Chinese and others, these societies had legends about their origins. However, these legends are sometimes contradicted by other sources. For example, there are legends that place **Tai** peoples in northern Thailand long before archaeological evidence does.

7.2.2 Inscriptions, written sources and archaeological evidence

The only written primary sources from most South-East Asian societies during this period are inscriptions on materials such as stone pillars and gold foil. Sources from other societies can provide more information. For example, Chinese records discuss contact with parts of South-East Asia. The most useful of these is an account written by Zhou

SOURCE 1 Enormous sculpted faces tower over the Bayon Temple at Angkor.



Daguan, a Chinese diplomat who stayed at the **Khmer** royal court at Angkor in 1296/97. Also, from the sixteenth century, we have records from European contacts.

The most striking evidence comes from archaeological sites, especially temples. The most impressive of all the temple complexes is at Angkor, the capital of the Khmer Empire at the height of its power. Angkor's temples were originally **Hindu** temples, but they later became **Buddhist** temples and had images of the **Buddha** added to them. Inscriptions in the Angkor temples tell us about religion and rulers. Relief sculptures, such as the one in **Source 2**, show scenes that include peasants ploughing fields, women in childbirth, market scenes, palace life and soldiers going to war. Evidence from Angkor also helps us to gain an understanding of neighbouring societies such as the emerging kingdoms in Thailand that were influenced by Angkor.

SOURCE 2 A relief sculpture at the Bayon Temple in Angkor Thom, Cambodia. It was carved between the end of the twelfth century and the beginning of the thirteenth century. It depicts the Khmer army going to war against Champa, a Hindu kingdom that controlled much of central and southern Vietnam until the late fifteenth century.



SOURCE 3 A relief sculpture at Angkor



7.2 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Study **Source 2**.
 - (a) Describe the details of this relief sculpture.
 - (b) How are the Khmer soldiers dressed and armed?
 - (c) Who do you think the figure on the elephant would most likely be? Why?
 - (d) What role do you think elephants might have played in such wars?
2. What kinds of crafts or skills would have been needed to create **Sources 1, 2** and **3**?
3. How would a society have to be organised to enable it to create such works?

Apply your understanding

4. Write three questions you would use to focus your research if you were using **Sources 1** and **3** as evidence for an investigation of the history of Angkor.

7.3 Environment and peoples

7.3.1 Geographical features

South-East Asia consists of the countries north of Australia, south of China and east of India. Although Vietnam was strongly influenced by Chinese culture, Indian influences dominated in Burma (now Myanmar), Thailand, Laos and Cambodia. The geography of this region played a key role in shaping its history.

SOURCE 1 A map of modern-day South-East Asia showing landforms, rivers and cities with a population of over 1 million people



Source: Spatial Vision.

Almost all of South-East Asia lies in the tropics and most of the region has a hot and humid monsoon climate. This means that it has wet and dry seasons; a cool season generally occurs only in upland areas.

It is a region of geographical contrasts. There are heavily cropped river valleys such as the Mekong delta in Vietnam. There are dense rainforests such as those in western Malaysia, and there is a dry zone in Burma and north-eastern Thailand. Traditionally, populations have been most concentrated in lowlands and along rivers, lakes and coasts. Such places provided fresh water, fertile soils for growing crops and access to the sea for trading.

Maritime South-East Asia

Geographers divide South-East Asia into two broad areas: maritime and mainland. Maritime South-East Asia is made up of Indonesia, Malaysia, Brunei, Singapore, the Philippines and Timor-Leste (previously East Timor). Hinduism was the first major religion in maritime South-East Asia with Hindu states in Java and Sumatra (now parts of Indonesia). However, Muslim traders brought Islam to Indonesia and Malaysia in the thirteenth and fourteenth centuries and it quickly became the dominant religion. The Philippines and Timor-Leste have mostly Roman Catholic populations because they were colonised by the Portuguese and the Spanish.

Mainland South-East Asia

Mainland South-East Asia is made up of Burma, Thailand, Laos, Cambodia and Vietnam. In these countries the dominant religion is **Theravada Buddhism**. This religion will be explored later in this topic.

7.3.2 Peoples in South-East Asia

Many different peoples and cultures have shaped the history of South-East Asia.

- Austro-Melanesian peoples arrived about 70 000 years ago. They are now only a tiny minority in South-East Asia.
- Malays probably migrated from southern China from about 2500 BCE, settling in the Philippines, Malaysia and Indonesia.
- Vietnamese migrated from China to northern Vietnam before the second century BCE.
- The Chams probably migrated from Borneo to southern Vietnam before the second century BCE.
- Mon peoples and related Khmers spread across South-East Asia from southern Burma into Thailand, Cambodia and southern Vietnam in the early centuries CE.
- Tai peoples migrated from southern China mainly into Thailand, Laos, northern Burma and north-western Vietnam in the tenth century CE.

DID YOU KNOW?

The earliest South-East Asian civilisation was the Hindu state of Srivijaya, based on the Indonesian island of Sumatra. Between the sixth and thirteenth centuries, Srivijaya was a trading empire that controlled the Strait of Malacca. Its sailors travelled between India and China exchanging goods from as far as Persia for Chinese silks and porcelains.

People and environment of Angkor

The Khmer homeland, Cambodia, receives an enormous amount of rain during its six-month-long wet season but almost none during its dry season. This meant that settlement was possible only along the rivers. From the ninth century, vast reservoirs were built at Angkor. Over the following centuries, a complicated system of moats and canals was built. The Khmer were able to produce three rice crops each year. This made it possible to feed a large population and to provide the surplus needed to build and maintain Angkor's great temples.

7.3 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Which countries make up mainland South-East Asia?
2. Which countries form maritime South-East Asia?
3. In what types of geographical areas have South-East Asia's populations been concentrated and why has this occurred?
4. Where did the Khmer, Cham, Vietnamese and Tai peoples come from?

Apply your understanding

5. Use the key and scale in **Source 1** to calculate the distance between northern Australia and Cambodia.
6. Look at the position of the capitals and cities with over a million people in mainland South-East Asia. What geographical feature do they share that could explain why they grew where they did?
7. Look at where mountain ranges occur on mainland South-East Asia and explain how this could account for China influencing Vietnam while India influenced Burma, Thailand, Laos and Cambodia.
8. Angkor was located near Siem Reap in Cambodia. Using **Source 1**, locate Siem Reap. Why might Angkor have developed in this region?

7.4 The historical setting

7.4.1 Angkor's historical setting

In the ninth century, the Khmer king Jayavarman II founded the Khmer Empire in Cambodia. It became the most powerful state in South-East Asia. By the twelfth century it included much of Thailand, Laos and Southern Vietnam. To understand how Angkor was able to hold such power, we need to look at the states around it. There were many kingdoms in mainland South-East Asia during the period of the Khmer Empire.

Burma

- People called the Pyu had kingdoms in upper Burma between the first and eleventh centuries CE. They practised Theravada Buddhism.
- The Mon people in Burma adopted Theravada Buddhism and are believed to have founded the kingdoms of Thaton and Pegu in lower Burma in the ninth century.
- The Bamar (Burman) people founded the city of Bagan in upper Burma in the eleventh century. Its remains include a massive Buddhist temple complex. From 1057 CE, Bagan controlled a vast Burmese empire until it was crushed by invading Mongols in 1287.

Thailand and Laos

In the sixth century, the Mon founded a network of Theravada Buddhist city-states called the kingdom of Dvaravati along Thailand's Chao Phraya valley. They founded Haripunchai in northern Thailand in the ninth century. When the Khmer invaded, the Mon perished or were assimilated.

- In the thirteenth century, the Tai kingdom of Lan Na came to power in northern Thailand. In central Thailand, Sukhothai was the most powerful of the Tai states from 1238 to 1350. The main threat to these states came from Burma. Tai peoples also occupied the lowlands of Laos.

SOURCE 1 A map of civilisations in mainland South-East Asia in 400–700 CE. Over the next few centuries, Dvaravati would expand north. Black line borders show modern states.



Cambodia

- From the third century to the seventh century, the civilisation of Funan covered much of Cambodia. The people of Funan were Khmers and Mons. Funan adopted Hinduism from India.
- From about 630 to 802, a collection of Hindu states called Chenla existed north of Funan in northern Cambodia, southern Laos and eastern Thailand.

Vietnam

- In 207 BCE the state of Nam-Viet was proclaimed in what is now northern Vietnam. A century later, China made it part of its empire. It remained under Chinese control until 939 CE when Vietnam broke away and formed the state of Dai Viet. This state had to resist several Chinese attempts to regain control.

- What is now the coastal part of southern Vietnam was then the Hindu state of Champa. From the eleventh century, Vietnam gradually spread south, taking territory from Champa. Yet in the twelfth century, Champa was powerful enough to attack the Khmer Empire.

Between the ninth century and the twelfth century, most states bordering the Khmer Empire were small and were struggling to establish themselves. The Tai peoples' main enemies were the Burmese, and the Viets were concerned with the Chinese and Champa. This situation helped the Khmer Empire to expand. However, once strong and united states emerged in Thailand and Vietnam, the Khmer Empire would be under threat.

SOURCE 2 The Theravada Buddhist chedi (tower) shown in the background and the viharn (hall) shown in the foreground were built between the fourteenth and sixteenth centuries at Wat Lok Molee in Chiang Mai in northern Thailand.



SOURCE 3 A map of civilisations and empires in mainland South-East Asia in 1100–1200 CE. Black line borders show modern states.



7.4 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Who founded the Khmer Empire in the ninth century?
2. Which kingdoms were founded by the Mon in Burma and Thailand by the ninth century?
3. Where was Bagan and which people founded it?
4. Name the kingdom founded by Tai people in central Thailand in the thirteenth century.

Apply your understanding

5. Study **Sources 1** and **2** and compare them with the map of modern-day South-East Asia in subtopic 7.3 Environment and peoples.
 - (a) Which modern city is near the site of Angkor?
 - (b) In what modern country are Haripunchai and Sukhothai?
 - (c) Approximately what proportion of modern Vietnam was in Champa?
 - (d) What modern countries were included in the Khmer (Cambodian) Empire by c. 1200?
 - (e) Which civilisation appeared to dominate mainland South-East Asia in 1200?
6. Study **Source 3**. What does this source tell you about the neighbouring civilisations of the Khmer Empire?

myWorldHistoryAtlas

Deepen and check your understanding of the topic with the following resources and auto-marked questions:

📄 Khmer Empire

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📄 Complete this digital doc: Worksheet 7.1: The Khmer Empire in context

7.5 Rise and decline

7.5.1 The Khmer Empire to the tenth century

Until 802 CE, Cambodia (then called Kambuja or Kambujadesa) appears to have been a group of weak states ruled by princes and dominated by the Hindu kingdom of Java (in modern-day Indonesia). At the end of the eighth century, a Khmer prince returned to Cambodia from the Javanese royal court. The Khmer kingdom began in 802 when the prince declared Cambodia's independence and proclaimed himself to be the God-King Jayavarman II.

Jayavarman II established four capitals for his kingdom. The most important of these would be Hariharalaya (now called Roluos) on the northern shore of **Tonle Sap** (near the modern city of Siem Reap). He used wars, alliances and marriages to expand the area under his control. He built several Hindu temples. These and the temples built by his successors served as the **mausoleums** of the Khmer kings when they died.

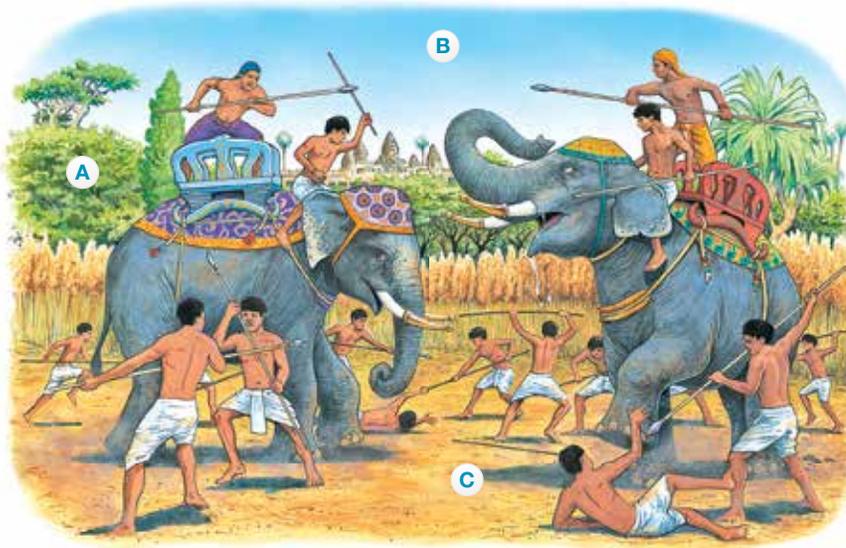
Jayavarman II's successors went on building temples and expanding the empire. Yasovarman I (who ruled from 889 to 900) constructed a new capital called Yasodharapura and a gigantic reservoir measuring 7.5 kilometres by 1.8 kilometres in the Angkor area. In 953, Rajendravarman II (944–968) built a series of temples at Angkor, and during his reign the Khmers had their first war with Champa. Under his son, Jayavarman V (968–1001), the Khmer court became a centre for scholars and artists.

7.5.2 Khmer rulers

Suryavarman II

The decades after Jayavarman V's death were years of fierce power struggles among the Khmer ruling class in which kings were overthrown by their rivals. According to a Khmer inscription, Suryavarman II (1113–1150) came to power after killing a rival prince in a battle fought on war elephants. He extended the Khmer Empire by conquering Haripunchai and south-western Thailand up to the border with Bagan. In the east and north he took several provinces of Champa and expanded north to the present southern border of Laos. Such expansion did not necessarily mean direct Khmer rule. In many places it was simply a matter of local rulers acknowledging the Khmer king as their overlord.

SOURCE 1 A modern artist's depiction of Suryavarman II killing his rival during a battle fought on war elephants



A Evidence suggests the Khmer armies used elephants in battle.

B A person called a mahout sat on the elephant's neck and used a stick to control the elephant.

C Spears were one of the types of weapons used by the Khmer.

Suryavarman II also commenced the construction of the greatest of all the Khmer temples, Angkor Wat. It was built in just 37 years and dedicated to the Hindu god Vishnu. After Suryavarman II's death, the Cham invaded the Khmer Empire in 1177, rowing up the Mekong River and across Tonle Sap in war canoes. They sacked the Khmer capital and killed King Tribhuvanadityavarman.

Jayavarman VII

The next Khmer king was Jayavarman VII (1181–1215), who is regarded as the greatest of all Khmer rulers. He waged war against Champa for twenty-two years and conquered much of its land. Varieties of Buddhism had long been practised alongside Hinduism but Jayavarman VII was a follower of **Mahayana Buddhism** and he made this the new state religion. Under his reign, the Khmers built Angkor Thom (meaning 'great city') including its Bayon Temple, along with many other temples, roads, hospitals and rest-houses for travellers and traders.

SOURCE 2 Angkor Wat as seen from a satellite. The outer walls measure 1025 metres by 800 metres.



SOURCE 3 A relief sculpture on the Bayon Temple depicting Cham soldiers in war canoes



SOURCE 4 A war scene in a relief sculpture on the Bayon Temple



7.5.3 A weakening empire

After Jayavarman VII's death, no other temples were built. The Khmer lost much of the territory they had conquered in Champa to their east. In the west, several Thai nobles rebelled, establishing the first Thai kingdom at Sukhothai in 1238.

There was also religious conflict. Jayavarman VIII (1243–1295) wanted a return to Hinduism. He converted Buddhist temples to Hindu temples and destroyed many thousands of Buddha images. During his reign, the Khmer Empire was threatened by a much more powerful empire to its north. This was the mighty Mongol Empire, which conquered China in 1260. In 1283, Jayavarman VIII paid tribute to the Mongols to avoid war. For a time this made the Khmer Empire a **vassal state** of the Mongols; four years later it proved to be a wise decision when the Mongols defeated and captured Bagan.

Jayavarman VIII was overthrown by his son-in-law Srindravarman (1295–1309) who introduced Theravada Buddhism to the Khmer Empire. It was already the dominant religion of South-East Asia and it was adopted quickly by the Khmer. The end of the reign of his successor, Indrajayavarman, in 1327 is regarded as the end of the Khmer Classical period. There were no more inscriptions telling of the accession of kings and no more temples, possibly because Theravada Buddhism did not demand such buildings.

Why was Angkor abandoned?

From 1352, the Khmer suffered attacks by the Thai kingdom of Ayutthaya. For a while, the Khmer Empire remained powerful but in 1431 the Thais sacked Angkor. In the 1440s the Khmer rulers abandoned Angkor. Several theories attempt to explain why Angkor was abandoned:

- One theory suggests that environmental damage may have played a role when forests were cut down to clear land for more rice fields. This resulted in topsoil being carried by floods into the canals, causing them to silt up and flood. Once this happened there would have been flooding in the wet season and water shortages in the dry season. The population might also have been afflicted with malaria. In this case, Angkor would no longer have been able to support its large population.
- Another theory suggests that climate change could have caused a shortage of water during the Little Ice Age. This was a period of lower global temperatures from the fifteenth century.
- It has also been suggested that the change to Theravada Buddhism might have weakened the power of Khmer kings.

Without doubt, other reasons were ongoing conflicts within the Khmer ruling family and attacks by the Thais. These attacks stripped the city of its wealth and people. A new Cambodian capital was founded in the south-east near the modern-day capital Phnom Penh. The new capital was located on a river much nearer to the sea and was therefore a more suitable site for Cambodia's growing trade with China.

7.5 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Make a timeline of key events in the rise and decline of the Khmer Empire.
2. Use your timeline to identify developments that helped the empire to grow and developments that contributed to its decline.
3. Describe the contribution of each of the following rulers to the growth of the Khmer Empire: Jayavarman II; Rajendravarmān II; Jayavarman V; Suryavarman II; and Jayavarman VII.
4. Briefly outline the theories about the roles the environment might have played in the abandonment of Angkor.
5. What are other possible reasons for Angkor being abandoned?

Apply your understanding

6. Compose an inscription that could have been written to honour Suryavarman II's victory as depicted in **Source 1**.
7. Imagine you are an archaeologist appointed to work out what the relief sculptures **Sources 3** and **4** in can tell us about the Khmer Empire's wars.
 - (a) Describe what you see in each source (include features such as weapons, armour and equipment).
 - (b) What other kinds of evidence would you need in order to find out what happened and why it happened?
8. Examine **Source 2**. How was it possible to build Angkor Wat in just 37 years? Consider the different kinds of work needed to be done and the resources such as equipment available at the time.

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Complete this digital doc: Worksheet 7.2: Rise and fall of an empire

7.6 Religious beliefs and values

7.6.1 Religious beliefs

Religious ideas inspired the Khmer rulers to build great temples. During Angkor's period of power, there were shifts from Hinduism to two different forms of Buddhism. Ideas from these major world religions had co-existed in South-East Asia for centuries and influenced the development of the Khmer Empire.

Animism

From the earliest times, ordinary people worshipped spirits. South-East Asian people were animists before Hinduism and Buddhism arrived in their lands. Animism is the belief that natural phenomena like winds and rain have souls, and that people, animals and objects such as trees are inhabited by spirits. People also believed in life after death and worshipped the spirits of their ancestors. Generally, when ordinary people adopted one of the major religions they blended it with earlier local beliefs and customs.

7.6.2 Hinduism

The first religion to come into South-East Asia was Hinduism. The ancient Hindu religion has many gods and originated in India. Hindu gods include Vishnu, the supreme god and preserver of the universe, and Shiva, god of destruction and regeneration. Over the centuries, worshippers began to choose to follow only one of the many Hindu gods.

Reincarnation is a key Hindu belief. Hindus believe that a soul exists in each living thing and that performing religious duties and living a moral life leads to being born into a higher class in the next life.

Hindus see their goal as the achievement of spiritual joy by eventually being united with Brahma, the universal spirit.

Hinduism in South-East Asia

Hinduism in India divided society into classes called castes. These are Brahman (priests), warriors and landowners, farmers and craftsmen, and untouchables or outcasts. By the ninth century CE, many rulers of South-East Asian states followed Hinduism, but the caste system was never adopted in South-East Asia.

7.6.3 Buddhism

Buddhism was founded by the Indian prince Siddhartha Gautama in the sixth century BCE. He decided to leave his riches and seek truth after observing the suffering in his kingdom. It is said he lived as a hermit for seven years, and then set out to teach people what he called the Four Noble Truths. At this time people began calling him the Buddha, which means ‘the Enlightened One’.

The Four Noble Truths are:

- All people, regardless of wealth, suffer pain.
- People remain on an endless cycle of reincarnation — they keep being born and reborn, and pain continues.
- Pain is caused by the desire, or craving, for things.
- To overcome desire, a person must follow the Eightfold Path.

The Eightfold Path includes knowing the truth, freeing the mind from evil, serving one’s neighbours and meditating to be rid of desire. So long as a person followed this path, the Buddha taught, he could achieve **nirvana**.

Buddhism in South-East Asia

After the Buddha died, Buddhism split into two forms. One is Mahayana Buddhism, which says that the Buddha should be worshipped. The other is Theravada Buddhism, which says that it is the Buddha’s teachings that should be followed. Mahayana Buddhism was the first form to influence South-East Asian rulers. Theravada Buddhism came to South-East Asia from Sri Lanka. Theravada Buddhist monks were meant to live in a way that supported others on the Eightfold Path. Ordinary people ‘made merit’ by supporting the monks. Buddhist temples called wats became the heart of communities and many became important places of pilgrimage.

SOURCE 1 A figure from Banteay Srei, a tenth century Hindu temple on the outskirts of Angkor



DID YOU KNOW?

Theravada Buddhism was the main form of religious worship in mainland South-East Asia by the fourteenth century and it remains so today. It is the state religion of both Cambodia and Thailand.

Bodhisattvas

In Buddhist belief, a bodhisattva is a being who is working towards enlightenment. In Mahayana Buddhism, Avalokiteshvara is one of the most revered bodhisattvas, one who has vowed to help others to achieve nirvana.

7.6.4 Art, architecture and literature

Religious art and architecture

When Indian and Sri Lankan traders and priests brought Hinduism and Buddhism to South-East Asia, they also brought ideas about the arts and architecture. However, like much that came from India, styles of arts, including sculpture and dance, and architecture changed when the Khmer and other South-East Asians adopted them. By about 500 CE, India had given Cambodia its Hindu gods, Buddhist ideas, a writing system (**Sanskrit**) and ideas about how societies should be governed. Angkor would not have been built without Indian influence.

But Angkor had its own Cambodian character that was different from any Indian city. In turn, Angkor's civilisation influenced other mainland South-East Asian societies. Throughout the Buddhist kingdoms, rulers sponsored the building of temples and monasteries and decorated them with religious artworks. In doing so, they believed that they 'made merit' and would be seen as **pious** men who were fulfilling part of their role as **legitimate** rulers.

Influence of the *Ramayana*

Indian Hindu literature came to South-East Asia along with Indian religious ideas. The *Ramayana* is one of two great Hindu **epic** stories. The other is the *Mahabharata*. The *Ramayana*'s 24 000 verses were composed in the eighth century BCE. Its hero, Rama, is an **incarnation** of the Hindu god Vishnu. The purpose of the story was to demonstrate the *dharma* (right path that people should take in life). From the eighth century CE, the *Ramayana* had an enormous influence in South-East Asia, and it has been depicted in temple art, architecture, theatre and dance.

SOURCE 2 Giant faces of the Bodhisattva Avalokiteshvara at the approach to the Bayon Temple at Angkor Thom



SOURCE 3 A mural on a temple wall in Bangkok depicting a scene from the *Ramayana*



SOURCE 4 One of the many statues of guardian giants at Wat Phra Kaew in Bangkok. These mythical creatures are from the *Ramayana*.



7.6 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. What do animists believe?
2. In Hinduism, who are Vishnu and Shiva?
3. What does the word 'Buddha' mean?
4. According to Buddhist belief, what happens to the soul when it reaches Nirvana?
5. What role did Cambodia play in spreading Indian influences in South-East Asia?
6. What benefits did rulers gain by paying for religious art and architecture?

Apply your understanding

7. The faces of the Bodhisattva Avalokiteshvara in **Source 2** are believed to be modelled on Jayavarman VII who made Mahayana Buddhism the state religion.
 - (a) Why might this ruler have wanted to be portrayed this way?
 - (b) Imagine that you are a thirteenth-century Khmer peasant approaching Angkor Thom. What feelings would you have towards this king?
8. Banteay Srei, shown in **Source 1**, means 'Citadel of the Women'. Its carvings are so fine that they are said to be the work of a woman. Do you think this could be true? Why?
9. Use the internet and your library to research the role of Buddhism in South-East Asia today. Create a PowerPoint presentation to give to your class.

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-  Complete these digital docs: Worksheet 7.3: Religious influences
Worksheet 7.4: Religious art

7.7 Rulers and the people

7.7.1 Khmer ruling class

During the Middle Ages, European kings claimed to be chosen by God. Chinese emperors meant something similar when they claimed to have the 'mandate of heaven'. In the Khmer Empire and in South-East Asian Buddhist societies, kingdoms were held together by individual rulers who claimed to be semi-divine. This meant that not only were they chosen by the gods but they *were* partly gods and they had magical powers. That was how their people saw them. This created an enormous gap between the **ruling class** and those they ruled.

The Khmer kings

All Khmer Empire rulers claimed to be semi-divine and they identified themselves with Hindu gods such as Shiva or Vishnu. When Jayavarman II declared Cambodia's independence, he established the **cult** of the devaraja or 'god-king'. This cult centred on the worship of a **linga**. It connected the king with Shiva and represented the king's power to bring fertility to the land.

Despite such claims, Khmer rulers gained power by practical methods. Throughout Angkor's history there were periods of violent power struggles within the ruling families. In such struggles, several Khmer kings came to the throne by overthrowing their rivals.

SOURCE 1 A relief sculpture on the Bayon Temple depicting the Khmer army going to war against the Chams



DID YOU KNOW?

Khmer armies used war elephants, cavalry and infantry armed with spears, bows and swords. Elephants were probably first used in war in ancient India. Their use continued in later times because they were effective in breaking up and crushing enemy infantry.

Nobles and officials

Kings depended on officials to administer their kingdoms. The larger the Khmer Empire grew, the more power such officials held. It was only at the centre of the kingdom that the ruler had complete power. There, the officials were usually friends or relations of the ruler. They were drawn from the land-owning **nobles** and many of them inherited their positions. However, in the distant provinces, governors had almost complete power as long as they did not threaten the ruler's authority.

DID YOU KNOW?

In Vietnam and China, officials were chosen through examinations, and there were very detailed written laws describing the powers of officials at each level. There was no such system in the Khmer Empire or the Buddhist kingdoms in Thailand and Burma.

7.7.2 Women and children in Khmer society

The family was the basic unit of society but it is not known how men, women and children lived within their families. Evidence from neighbouring societies suggests that women had a more important position than in India or China. However, society probably became more male-dominated as Hindu and Buddhist ideas about the roles of men and women gained influence over traditional beliefs.

According to the Chinese diplomat Zhou Daguan, who stayed at Angkor from August 1296 to July 1297, both men and women wore only a cloth wrapped around their waists. He also wrote that women sold products displayed on mats in the market and that all trades were carried out by women.

Many women became dancers. Dance was a religious ritual in Cambodia during the Angkor period. Inscriptions tell of thousands of dancers performing in the temples. These temple dancers were regarded as *apsaras*, which in Hindu and Buddhist mythology is a female spirit of the clouds.

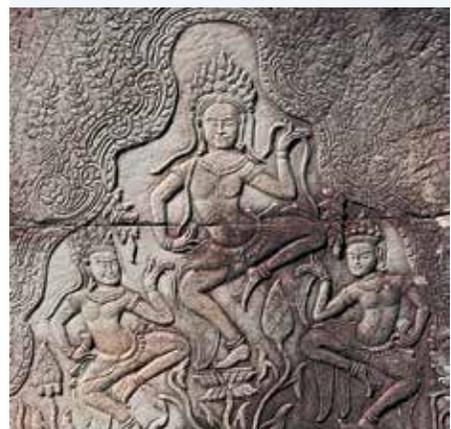
The lives and work of children

We have almost no direct evidence about how children lived and worked in the Khmer Empire. The little evidence that we have suggests that only the sons of the most privileged classes and of scholars received any kind of formal education. Among other sections of Khmer society — peasants, artisans, fishermen and traders — children would have worked alongside their parents, learning their skills, as soon as they were old enough to be useful.

SOURCE 2 A modern Cambodian performing a Khmer classical dance



SOURCE 3 Bas-relief of apsaras at the Bayon Temple



7.7.3 The ordinary people

The survival of the Khmer Empire depended on ordinary people. Despite this, there is very little evidence that describes their lives. We know that they provided the surplus of food that supported the ruling classes. The people also provided labour for the rulers' building projects and were soldiers for wars. They included peasants, skilled artisans, fishermen, traders and slaves.

Peasants

Peasants were by far the biggest group among the ordinary people. They did not own land in the modern sense but they had the right to land because they farmed it. Peasants farmed rice fields in the fertile valleys and vegetable gardens on the surrounding slopes. The lives of peasant men and women were controlled by the cycle of work such as ploughing and harvesting that followed the seasons. They made sense of their world through a mixture of Hindu ideas, Buddhism and beliefs about spirits.

Peasants lived in villages among their fields. According to Zhou Daguan, peasants' houses had thatched roofs. They had no tables or chairs. They cooked their food in earthen pots and ate from small bowls made of woven leaves.

The headman of any village was usually one of the more prosperous peasants. He was responsible for seeing that the ruler's policies were carried out at the village level. His duties included organising unpaid labour from the village for the ruler's building projects and for maintenance work on the irrigation system. He also had to ensure that taxes were collected and that men went off to fight in the ruler's wars.

Artisans, fishermen and traders

An artisan was a worker who was skilled in a particular craft, for example, sculpture, building, pottery, jewellery or metalwork. Artisans were a small proportion of the population but they were essential for their role in building projects and supplying luxury goods for the ruling class and weapons for war. According to Zhou Daguan, artisans included Thai immigrants who worked in silk production and as tailors.

Fishermen harvested the coasts and rivers and their lives were mostly as unchanging as those of the peasants. Traders sold goods at markets that moved about between villages. There was also long-distance trade. Zhou Daguan described a range of Chinese goods that were sold at Angkor including paper, combs and needles. Many traders knew something of the world beyond the village because they took caravans across South-East Asia. They were a small group that would grow in importance as trade expanded from the eighteenth century.

SOURCE 4 A relief sculpture at the Bayon Temple depicting Khmers at work, probably on the temple



SOURCE 5 From Milton Osborne, *Southeast Asia; an Introductory History*, Allen & Unwin, Sydney, 2004, pp. 59–60

The courts and kings were separate from the cultivators, fishermen and petty traders over whom they ruled. But all these groups inhabited a single, unified world. Just as the serf and the feudal lord of medieval Europe both, in very different ways, sensed themselves to be part of Christendom, so the cultivators or fishermen sensed themselves as being within the same world as their ruler ...

Slaves and outsiders

It is impossible to know just how many people were slaves. Most slaves were prisoners of war or the descendants of such people. They were the property of their owners. They included temple slaves who were the property of the temples. There were also debt bondsmen. These people had temporarily given up their freedom to repay debts. Similar to slaves, there were hereditary household servants of rulers and high officials.

Outside the mainstream society were smaller ethnic groups who lived in the hills. Lowlanders regarded them as barbarians. Mostly they were left alone to govern themselves as long as they did not threaten the interests of rulers. These tribes had different beliefs from the lowlanders and most lived by nomadic **slash and burn agriculture**. They traded products of the forest for things that the lowlanders produced. At times they were captured and made slaves. At other times they were recruited as guides, soldiers and suppliers of slaves.

7.7 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Explain why a Khmer ruler usually had complete power only at the centre of his kingdom.
2. How did a person become an official in the Khmer Empire and how was this different to the method used in Vietnam and China?
3. Describe the kind of work you might do if you were a peasant or an artisan.
4. What services did peasants provide for the ruling classes?
5. Which groups were not considered to be part of the mainstream society?

Apply your understanding

6. What do you think would have been the fate of the Khmer soldiers depicted in **Source 1** if they had been captured in their wars against Champa or the Thai kingdoms?
7. Describe what you think is happening in **Source 4**.
8. What do you think the writer of **Source 5** means by stating that ‘the cultivators or fishermen sensed themselves as being within the same world as their ruler ...’? (*Hint:* What religious beliefs and values would they have shared?)
9. We have almost no evidence of what ordinary people thought about their position in society. Do you think the religious beliefs of the people would have encouraged them to rebel or to accept things as they were?
10. **Source 2** shows a young Cambodian woman performing classical Cambodian dance. **Source 3** shows asparas on an Angkor temple wall. Use the internet and your library to research and report on:
 - (a) how classical Cambodian dance was handed down through the Angkor era
 - (b) what roles are performed and what stories are told through these dances
 - (c) why and how classical Cambodian dance was almost wiped out in the 1970s.

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Complete this digital doc: Worksheet 7.5: The Khmer people

7.8 Angkor's buildings

7.8.1 The city of Angkor

In Khmer, *angkor* means ‘city’ and *wat* means ‘temple’ so Angkor Wat means ‘temple city’. Angkor Wat, found near the Cambodian city of Siem Reap, is the world’s largest religious structure and is one of over a thousand temples that make up the huge Angkor temple complex.

In the twelfth and thirteenth centuries, the city of Angkor covered over 1800 square kilometres, making it the largest city in the world before the industrial age. When London had a population of about 40 000,

Angkor had over a million people grouped around it. When Angkor was the capital of the Khmer Empire it would also have had many villages and thousands of houses. Today only the temples survive because, unlike houses, they were built of stone and brick. As well as its buildings, Angkor had a system of water reservoirs, called barays, and moats that were probably constructed to irrigate rice crops and to represent seas of the mythical Hindu universe.

SOURCE 1 A diagram showing some of the most important buildings in Angkor



Source: MAPgraphics

Angkor Wat

The building of Angkor Wat was commenced under Suryavarman II (1113–1150 CE). It was a shrine to the Hindu god Vishnu with whom Angkor’s kings identified themselves. Its central tower represents Mt Meru, a mountain from Hindu mythology. Angkor Wat is the best preserved of the Angkor temples because, unlike the others, it was never completely abandoned. The temple’s rectangular outer walls are surrounded by a huge rectangular moat. The walls measure 1025 metres by 800 metres. Relief sculptures line almost a kilometre of the outer walls. These sculptures include scenes from Hindu mythology including the *Mahabharata* and *Ramayana*, scenes of the king and the Khmer army at war, the Hindu heavens and hells, and over 3000 asparas. Khmer inscriptions state that 300000 workers and 6000 elephants were employed during the construction of Angkor Wat.

Angkor Thom

Thom is a Khmer word meaning ‘large’ so Angkor Thom means ‘large city’. Much bigger than Angkor Wat, its area is around ten square kilometres. It was built under Jayavarman VII (1181–1215 CE) and has huge twenty-metre-high gates. Above the gates tower giant faces of the Buddhist Bodhisattva Avalokiteshvara. Within the city walls are its most important monuments and buildings, including the Bayon Temple, which stands at the centre of the city. Bayon has over 11 000 carved figures that cover about 1.2 kilometres of walls. They include scenes of battles against the Chams and scenes from everyday life including circus performers and a market.

SOURCE 2 Rows of Angkor relief sculptures



DID YOU KNOW?

Many of the scenes in the movie *Lara Croft: Tomb Raider* were filmed around various Angkor temples, including Phnom Bakheng, Bayon Temple, Ta Prohm Kei and Angkor Wat.

7.8 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Which is older — Angkor Wat or Angkor Thom?
2. What do the words *angkor*, *baray*, *wat* and *thom* mean?
3. Approximately how many temples are there at Angkor?
4. How many times greater than the population of London was the population of Angkor in the twelfth and thirteenth centuries?
5. Why is Angkor Wat better preserved than the other Angkor temples?

Apply your understanding

6. Use **Source 1** to locate temples that were used in the filming of *Lara Croft: Tomb Raider*.
7. Use **Source 1** to calculate how many times Angkor Wat could fit in Angkor Thom.
8. If 300 000 workers and 6000 elephants were needed to construct Angkor Wat, how many might have been needed to build Angkor Thom?
9. Why would specialised artisans have been needed to create sculptures like those shown in **Source 2**?
10. Working in small groups, discuss whether the cost of building such great temples could have contributed to Angkor’s decline. In your discussion, consider the number of people and materials needed, as well as the resources required to support such a workforce.

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Complete this digital doc: Worksheet 7.6: Amazing Angkor!

Explore more with this weblink: Angkor

7.9 SkillBuilder: Making your own notes from sources

7.9.1 What is note-making?

Do you ever feel overwhelmed when you see a lot of information on a page? Do you sometimes wonder how you will be able to remember it all? Don't worry, you don't need to know all of it – you just need to understand the important parts. Note-making cuts the information down into smaller pieces that are easier to remember.

Note-making and learning to summarise will make information easier to understand and recall. You simply write out the key information in point form. Then it won't seem so hard.

7.9.2 How to make notes from sources

The most important thing to remember when making notes is that you are aiming to *reduce* the number of words used by keeping only the important points — and not just copying out a lot of text.

Step 1

Read the extract that you need to summarise. Don't try to make notes the first time you read it. Just try to understand the main points the author is making. Try reading **Source 1**. It is about the weakening of Angkor (Cambodia) and the growing power of the Thais.

SOURCE 1 The fall of Cambodia and the rise of Thailand. From Milton Osborne, *An Introductory History: Southeast Asia*, Allen & Unwin, Sydney, 2004, pp. 59–60.

Cambodian power had extended from its base in Angkor to incorporate large sections of modern Thailand, Laos and Vietnam. The really important unifying feature for the Angkorian empire was ... the acceptance by many lesser rulers and governors that the king at Angkor was their supreme lord ... When some of these lesser rulers no longer accepted this situation and chose to fight for their independence from the Angkorian ruler, they shattered the political relationship. In addition they threatened and eventually damaged the agricultural system upon which Angkor's very existence depended. The decision of the Cambodian King ... to leave Angkor some time in the fifteenth century was an event of deepest importance for mainland Southeast Asia ... A great empire had come to its end and with its end other states began their rise to greatness. The Thais were the people who brought Angkor down and their history from that time onwards was marked by slow but sure progress towards the achievement of control over the territories that comprise modern Thailand.

Step 2

Now re-read the text. Ask yourself:

- What are the main points the author is trying to make?
- What is the main idea in each paragraph?

Highlight these (shown in light blue in **Source 2**).

Step 3

Highlight any supporting ideas in the text (shown in green in **Source 2**).

Step 4

Highlight any keywords that are new to you or that seem to relate specifically to the topic (shown in purple in **Source 2**).

Step 5

Now you need to start writing. Write down the heading and then use dot points for each of your notes. Look for key words, dates, ideas, facts and evidence.

Remember, the aim is to summarise, not just to copy. Look for ways of shortening the text. Instead of listing lots of examples, use just one or two. Include definitions of words that are important to the topic. Your notes should be designed to help *you*, not other people, so use your own words. If you already know a lot about a topic, you may not need as many notes as other people; but if the topic is new to you, you may need more notes.

SOURCE 2 Identifying important information

Cambodian power had extended from its base in Angkor to incorporate large sections of modern Thailand, Laos and Vietnam. The really important unifying feature for the Angkorian empire was ... the acceptance by many lesser rulers and governors that the king at Angkor was their supreme lord ... When some of these lesser rulers no longer accepted this situation and chose to fight for their independence from the Angkorian ruler, they shattered the political relationship. In addition they threatened and eventually damaged the agricultural system upon which Angkor's very existence depended. The decision of the Cambodian King ... to leave Angkor some time in the fifteenth century was an event of deepest importance for mainland Southeast Asia ... A great empire had come to its end and with its end other states began their rise to greatness. The Thais were the people who brought Angkor down and their history from that time onwards was marked by slow but sure progress towards the achievement of control over the territories that comprise modern Thailand.

Now look at **Source 3** and you will see how much we have reduced the text (from 170 words to about 50 words).

What else can I do?

- Try using different coloured headings to make your notes clearer.
- Write your notes on separate cards, using a topic heading for each card.
- Instead of headings, try to think of likely test or exam questions and then use these questions to structure your notes.
- Keep a separate page of definitions.
- If you think you have too many notes, try summarising your summary.
- Use diagrams and flow charts to help you keep things simple.
- Compare your notes with others' to make sure you haven't missed key details.

7.9.3 Developing my skills

Making notes makes learning much easier. Now it's your turn. Try making notes from **Source 5**, which discusses a royal procession in late thirteenth-century Cambodia. Use what has been done in **Source 2** as a model.

How did you go? Compare your notes with your classmates' and see what they did.

SOURCE 3 Summary

Cambodia had a great empire [**1st main point**].

Angkor:

- controlled much of modern Thailand, Laos and Vietnam [**supporting point**].
- depended on lesser rulers accepting Angkor's authority [**supporting point**].

Angkor was brought down in the fifteenth century by the Thais [**2nd main point**].

- Thai rulers rebelled and fought for independence [**supporting point**].
- Thais damaged Angkor's agriculture and gained territory [**supporting point**].

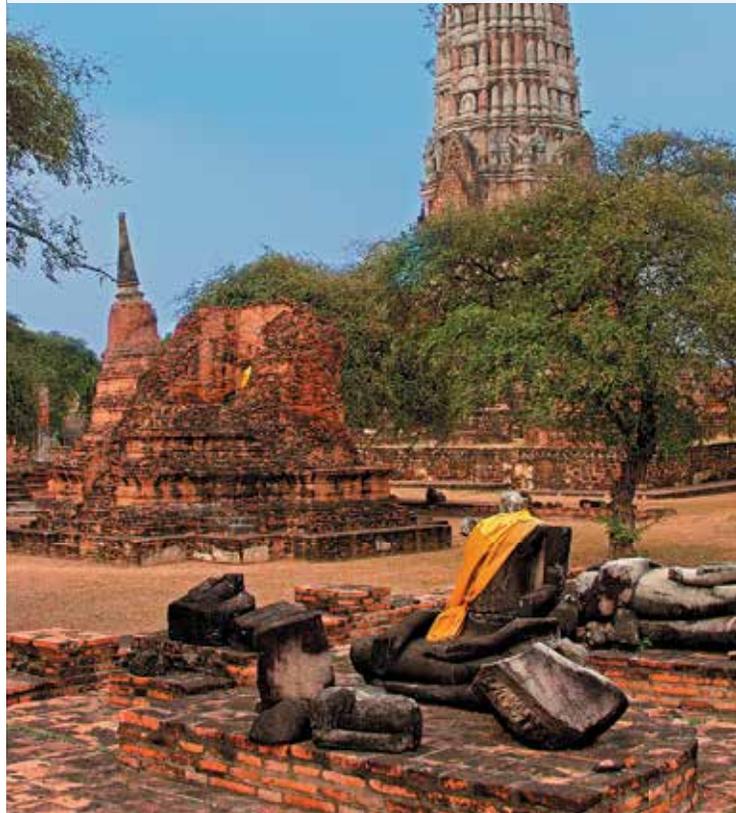
SOURCE 4 Ruins of Angkor. The departure of the Cambodian king from Angkor was an important event in the fall of Cambodia and the rise of other South-East Asian empires.



SOURCE 5 Description of a royal procession written by Zhou Daguan, a Chinese diplomat who visited Angkor in 1296–7

When the king goes out, troops are at the head of the escort; then come flags, banners, and music. Palace women, numbering from three to five hundred, wearing flowered cloth, with flowers in their hair, hold candles in their hands ... Then come other palace women, bearing royal paraphernalia made of gold and silver ... Then come the palace women carrying lances and shields, [and] the king's private guards ... Carts drawn by goats and horses, all in gold, come next. Ministers and princes are mounted on elephants, and in front of them one can see, from afar, their innumerable red umbrellas. And after them come the wives and concubines of the king, in ... carriages, on horseback and on elephants ... Behind them comes the sovereign [king], standing on an elephant, holding his sacred sword in his hand. The elephant's tusks are encased in gold.

SOURCE 6 Ruins of Ayutthaya, Thailand. Despite its rise to power, Ayutthaya would eventually fall, just as Angkor had.



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 Complete this digital doc: Worksheet 7.7: Note-taking

7.10 Legacies of the Khmer Empire

7.10.1 Legacies for other South-East Asian societies

Angkor is the Khmer Empire's greatest legacy. This city was its capital and its central area of settlement. Angkor provides evidence of Cambodia's past wealth, strength, culture and religious beliefs. Many thousands of people visit Thailand, Laos and Cambodia each year to marvel at amazing historical sites. This is called cultural tourism. Of all these historical sites, Angkor is arguably the most spectacular; however, it is not the Khmer Empire's only legacy.

The Khmer Empire had cultural and trade relations with other mainland South-East Asian kingdoms and with the maritime South-East Asian states of Java and Srivijaya. Through trade and cultural exchange, and through its rise and fall, the Khmer Empire influenced much of the region.

Khmer influence in Thailand

More than anything else, it was attacks by the Thais that led to Angkor's decline. In 1296/97, Zhou Daguan noted that repeated wars with the Thais had 'completely laid to waste' the land surrounding Angkor. This was 135 years before Thai armies from Ayutthaya sacked Angkor.

Angkor's civilisation influenced Thai systems of ruling, the way Thai society was organised, Thai architecture and arts, and the development of the Thai written language. From the sixteenth century, Europeans knew Ayutthaya's Thai empire as Siam. By 1700, Ayutthaya was a vast city with around a

million people that traded with the Dutch, French, Chinese and Japanese. But in the eighteenth century, its power declined and in 1776 the Burmese destroyed the city.

SOURCE 1 The Khmer written language (left) influenced the development of the Thai written language (right).



SOURCE 2 A Theravada Buddhist monk stands before a portrait of Thailand's royal family at fourteenth-century Wat Prathat Doi Suthep in northern Thailand.



Khmer influence in Laos

In Laos in 1353, a prince from Angkor named Fa Ngum founded the Theravada Buddhist kingdom of Lan Xang (meaning ‘a million elephants’). As Angkor lost its power, Lan Xang came to dominate modern-day Laos, much of north-eastern Thailand and even parts of southern China and north-western Vietnam. In the seventeenth century, Lan Xang reached the height of its power. European visitors were impressed by its prosperity and its great temples. But when its king died in 1694 without an heir to the throne, Lan Xang broke up into rival kingdoms that came under the influence of its more powerful neighbours — Vietnam, Thailand and Burma.

Vietnam after the fall of Angkor

During the early fifteenth century, China regained control of Vietnam until the Vietnamese secured their independence in a rebellion in 1428. Vietnam played no role in the decline of Angkor but it benefited by expanding into territory that had been part of the Khmer Empire. This is because much of Vietnam is mountainous and it needed more farming land. It also took territory from Champa.

7.10.2 Cambodia from the sixteenth century

In the sixteenth century, Europeans came to South-East Asia seeking wealth from the spice trade. However, they had little impact before the mid-eighteenth century. After a devastating attack by Ayutthaya in 1593, the Khmer rulers sought help from the Spanish who had colonised the Philippines. For a few years, the Spanish influenced Cambodia's rulers. However, the Spanish who were in Cambodia were massacred in 1599. In the seventeenth and early eighteenth centuries, Cambodia's rulers turned first to the Thais for support. When that help was not forthcoming, they sought Vietnamese help against the Thais. The result was that both Thailand and Vietnam grew stronger at Cambodia's expense. Thailand extended its territory into Cambodia but lost these areas as European colonisers moved in during the nineteenth century.

The colonial era and the present

Colonisation by European powers brought many changes to South-East Asia. Only Thailand remained independent. Portugal's capture of Malacca (in modern-day Malaysia) in 1511 and Spain's colonisation of the Philippines were followed by Dutch, British and French empire-building in the region. The Dutch came to control most of modern Indonesia, the British took Burma and Malaya, and the French took Vietnam, Laos and Cambodia in the nineteenth century. The French met strong resistance in Vietnam, but when France declared a **protectorate** over Cambodia in 1862 it had the approval of the Cambodian king who feared losing more territory to Thailand and Vietnam.

The Khmer prince Norodom Sihanouk declared Cambodia's independence in 1953 but Cambodia was to suffer terribly when it was caught up in the Vietnam War in the 1960s and 1970s. It then suffered even more under the secretive Khmer Rouge regime from 1975 to 1979. The Khmer Rouge called the first year of their rule Year Zero. Through forced evacuation of the cities, forced labour and mass murder, they tried to wipe out all traces of the past.

Today, Cambodia is a very poor country. In some ways its distant past continues to shape its present. After years of civil war, Cambodia has returned to its traditional monarchy and once again Theravada Buddhism is its state religion.

7.10.3 Angkor rediscovered

Angkor Wat continued to be visited by Buddhist pilgrims after the city was abandoned in the fifteenth century, but the rest of the city was overtaken by the jungle. Gigantic tree roots spread over the temples, which became hidden as they were cloaked by the encroaching forest. However, in the nineteenth century, French archaeologists began the process of rediscovering Angkor, clearing the jungle from temples and restoring the site by repairing foundations and making drains to prevent further damage from water. Since the 1990s, conservation work has been coordinated by UNESCO and government bodies from France, Japan and Cambodia. Over a million overseas visitors come to Angkor each year. They provide additional funds towards the cost of conserving the site, but as they walk and climb over Angkor's sandstone structures they create additional conservation problems.

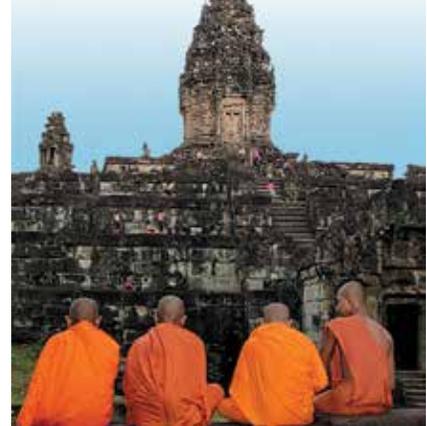
SOURCE 3 An Angkor temple overgrown with tree roots



SOURCE 4 Tourists visiting Angkor



SOURCE 5 Buddhist monks look on as visitors explore the ruins of Angkor.



7.10 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Make a timeline to show how the decline of Angkor affected Thailand, Laos and Vietnam.
2. Why is Angkor regarded as the Khmer Empire's greatest legacy?
3. Why did Cambodia's king support European colonisation of his country when other South-East Asian countries resisted colonisation?

Apply your understanding

4. How does **Source 2** provide evidence of continuity in regards to the monarchies and religion in South-East Asia?
5. **Sources 4** and **5** show tourists visiting Angkor. How might such tourism benefit Cambodia?
6. Working in small groups, identify ways in which the visitors shown in **Sources 4** and **5** could be damaging Angkor. Create some guidelines that could be given to visitors to reduce their impact on the site.
7. Although there is ongoing work to conserve and restore several of Angkor's temples, some sites, such as the one shown in **Source 3**, have been left alone to show the power of nature. Do you think this is a good idea? Why or why not?

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Complete this digital doc: Worksheet 7.8: The Khmer Legacy

7.11 Research project: Blogging from the Khmer Empire

7.11.1 Scenario and task

Welcome to the future. Non-disruptive time travel has been invented; this allows you to look, hear and even smell the past, but not affect it. That's right — they don't know you're there ...

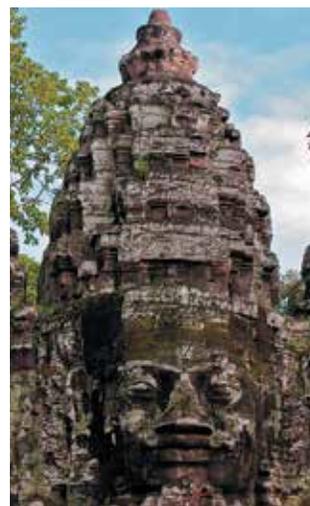
As part of its advertising campaign, your company, *Two Places At Once*, is sending you back to blog about the Khmer Empire.

Working individually, you will time travel through the Khmer Empire period, blogging at least three key events. You might like to focus on such elements as the foundation of the empire, its wars with the Champa or

the time in 1295 CE when Srindevavarman deposed Jayavarman VIII and introduced Theravada Buddhism. Use the timeline at the beginning of this topic to help you locate major events in need of further research. Create a single blog for at least three of the key events — describe what happens and try to help the reader see and feel what life might have been like. Make sure you keep an accurate list of the sources you use.

With your teacher's permission, you could also work with a partner (in time) and create two separate blogs, but interact with each other's blogs. Each individual would still create three entries, but you can use your partner to comment on one or more of your blog entries. This would be an excellent way to offer an alternative perspective on some key event or to add extra details to an existing post.

Note: Your teacher might also require you to keep a reflective journal of at least 350 words where you explain what decisions you made about the content you include and the reasons for making those decisions. A sample fictitious blog entry containing reflective notes is included for you in the Resources tab of your learnON title to give you an idea of the kind of things you might write in a reflective journal.



7.11.2 Process

- Investigate each of the research topics listed — the weblinks in the Resources tab will help you get started with your research. Be sure to use a variety of sources to look for different ideas about each event. A good way for you to keep notes is to use the big questions at the start of the topic as a way of focusing your research. You should also research daily life and the class structure of Khmer society. *Hint:* Don't forget to store useful images as you research — these can be incorporated in your blog.
- In the Resources tab you will find a 'How to Build a Google Blog' document to help you create your blog. You will also find a sample blog entry and a selection of images that you can download to add richness to your blog.
- You might like to create a persona to help you write each entry. In other words, try to view the events through the perspective of someone who could actually be there. For instance, you might be a soldier in a battle or the general of an army. You might be with royal courtiers waiting for the death of a king or you might be a peasant in an opposing group who is fearful of the invading Khmer.
- Write each entry. If working with a partner, have your partner read over your work and comment. They might even like to comment on your blog post. *Hint:* It's a good idea to create the text you want to use as your blog entry in Word or some other word processing software first. This allows you to edit it and check for errors. You can also collaborate with other class members and review each other's blogs before submitting them to your teacher. A document that identifies some core questions for you to consider when peer or self editing is also provided for you in the resources panel.

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Go online to access additional resources such as templates, images and weblinks.

7.12 Review

7.12.1 Review

In this topic we have looked at some significant events and people in the history of the Khmer Empire. This empire dominated much of mainland South-East Asia between the ninth century and the fourteenth century. We have learned about this empire's cultural achievements and its rise and decline. We have also learned about the beliefs and values that influenced its society, about the effects of contacts between the Khmer and neighbouring societies, and about how the past has influenced the present.

KEY TERMS

Buddha Siddhartha Gautama who founded Buddhism in the sixth century BCE

Buddhist to do with Buddhism; a follower of Buddhism

cult a system of religious worship

epic a long story in verse narrating the deeds of its hero

Hindu the most ancient of all the main world religions; originated in India

incarnation the representation of a spirit or quality in a living human

Khmer the Cambodian people

legitimate lawful or proper

linga a phallic symbol that would have originally been a feature of most Hindu temples

Mahayana Buddhism one of the two main forms of Buddhism that influenced mainland South-East Asia

mausoleum a huge tomb

nirvana in Buddhism, the perfect state; free of suffering and desire

nobles the aristocracy; hereditary privileged class

pious devout, very religious

protectorate when stronger states protect and control weaker states

reincarnation being continuously born and reborn in other lives

ruling class kings, nobles and high officials

Sanskrit ancient and sacred language of India

slash and burn agriculture a nomadic form of farming in which people clear part of a forest, grow crops, harvest them and then move on to repeat this in another place

Tai ethnic groups that migrated from southern China into northern mainland South-East Asia from the tenth century

Theravada Buddhism one of the two main forms of Buddhism that influenced mainland South-East Asia

Tonle Sap the largest freshwater lake in South-East Asia

vassal state a state whose ruler acknowledges a foreign ruler as his overlord

Activities

Answer questions online to receive immediate feedback and sample responses. Go to your learnON title at www.jacplus.com.au.

Multiple choice quiz 

Short answer quiz

1. Why did mainland South-East Asian societies develop along river valleys?
2. In what modern country did the Angkor civilisation emerge?
3. Name three people who played important roles in the history of the Khmer Empire.
4. How did India influence the Khmer Empire?
5. Which epic story from India had a big influence on the arts in the Khmer Empire?
6. How did Angkor influence other South-East Asian societies?
7. How were kings regarded in the Khmer Empire?
8. What does the word *wat* mean?
9. Approximately how many temples are there at Angkor?
10. What religion is followed by most people in modern Cambodia and the rest of mainland South-East Asia?

11. Which Khmer ruler made Theravada Buddhism the state religion of the Khmer Empire?
12. Why is the record of Zhou Daguan regarded as a very important source for the Khmer Empire's history?

Apply your understanding

13. Visit the UNESCO World Heritage website and other websites that provide information about Angkor. Work in small groups to conduct research and prepare a PowerPoint presentation on one or more of the Hindu (and later Buddhist) temples at Angkor. In your presentation, explain what your chosen site can tell us about the society that created it and what is being done to protect the site's remains.
14. Why might elephants have frequently featured in Angkor's sculptures, such as the ones shown in **Sources 1** and **2**?
15. Describe each important detail of the sculptures shown in **Sources 1** and **2**.
16. What feature of the sculptures might seem unusual?
17. Most Khmer temple sculptures depict scenes of wars and religious myths. Why are sculptures such as **Source 2** very important evidence of everyday life?

SOURCE 1 Elephant sculptures at Angkor



SOURCE 2 A detail from a relief sculpture on the walls of the Bayon Temple showing Khmer peasants bringing in their harvested crops



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Go online to access additional end of topic resources such as interactivities and printable worksheets.

- ✚ **Try out these interactivities:** Angkor and the Khmer Empire timeline (int-2949)
Angkor and the Khmer Empire crossword (int-4102)
- 📄 **Complete these digital docs:** Worksheet 7.9: Crossword
Worksheet 7.10: Summing up
Worksheet 7.11: Reflection

Back to the big questions

At the beginning of this topic several big questions were posed. Use the knowledge you have gained to answer these questions.

1. What were some significant events in the history of the Khmer Empire?
2. How did the Khmer interact with their environment?
3. What were the effects of contact between the Khmer and other societies?
4. How did religious beliefs and values influence Khmer society?
5. What have been the main legacies of the Khmer civilisation?

TOPIC 8

Japan under the shoguns (c. 794–1867)

8.1 Overview

Numerous **videos** and **interactivities** are embedded just where you need them, at the point of learning, in your learnON title at www.jacplus.com.au. They will help you to learn the content and concepts covered in this topic.

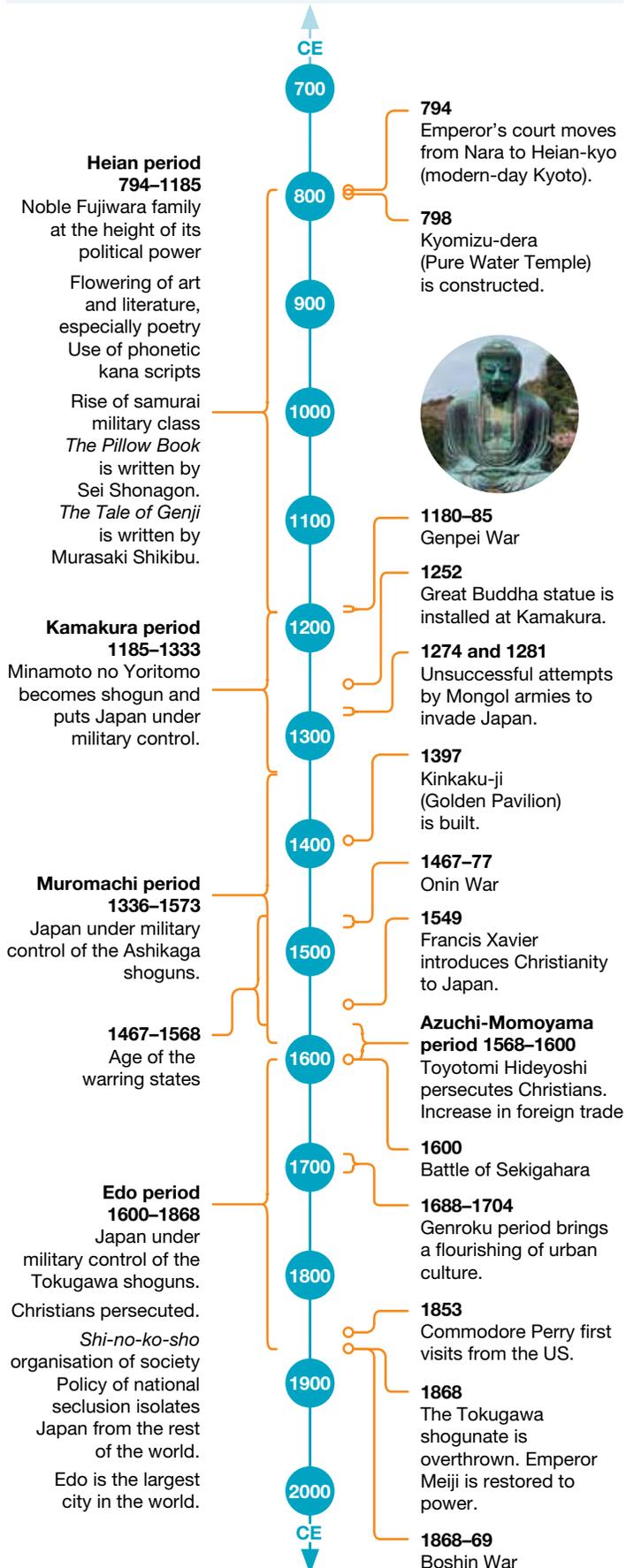
8.1.1 Links with our times

Japan and Australia share a very important relationship. After China, Japan is Australia's most important trading partner. Japanese companies sell us many goods, such as motor vehicles and electronics. In return, Australia sells primary industry products, such as minerals and beef. Australia and Japan are also linked through education. Many Australian schools teach Japanese and encourage student exchanges between the two nations. In these cases, students may study overseas for a time and live with a host family, experiencing Japanese culture and lifestyle firsthand. Our friendly links also include sister city relationships, where Australian and Japanese cities promote cultural understanding. For example, our capital city, Canberra, is paired with the city of Nara in Japan and welcomes important visitors from Nara when they come to Australia. The Second World War was a time when the two countries were enemies. However, they now share common goals and work together in a spirit of friendship and cooperation.

SOURCE 1 Kasuga shrine is a Shinto shrine in Nara. It is famous for its many bronze and stone lanterns.



SOURCE 2 A timeline of Japan under the shoguns



SOURCE 3 There are many traditional Japanese festivals that are still performed today. This is an image from Takayama Matsuri, held in Gifu prefecture.



Big questions

As you work through this topic, look for information that will help you to answer these questions:

1. How did the rulers of shogunate Japan gain and maintain their political power?
2. Why was there a strict division of social classes?
3. How did religious beliefs influence people's daily lives?
4. To what extent did literature and art reflect the values of Japanese society?
5. What political and social changes occurred in Japan after the shogunate period ended?

Starter questions

1. What do you know about the main beliefs of Buddhism?
2. Identify three different things that you associate with Japanese samurai.
3. What do you think it would be like to live in a country ruled by military officers?
4. What might happen if a country closed itself off completely from the rest of the world?

8.2 How do we know about Japan under the shoguns?

8.2.1 Architecture, arts and crafts

A lot can be learned about Japan's past by examining surviving buildings. Their construction techniques, materials and designs give us valuable information about architecture, technology and the way people lived. Some of the oldest buildings are in the cities of Nara, Kamakura and Kyoto. These three cities were centres of government at various times in Japan's history. They were also religious centres that built shrines for Japan's ancient **Shinto** faith, great Buddhist temples and pagodas.

SOURCE 1 Todai-ji is the largest wooden structure in the world and was built without the use of nails. There has been a Buddhist temple on this site since the eighth century CE.



Many examples of Japanese arts and crafts survive today, and these provide a great deal of evidence of life in Japan over the centuries. Paintings often provide detail of the way of life of all classes of people, as well as the clothing they wore and the buildings in which they lived. Many famous events in Japanese history have also been depicted in artworks of the time. Crafts such as **origami**, print-making and pottery can also give us insights into Japanese life in past centuries.

8.2.2 Literature, traditions and festivals

Many great works of early Japanese literature also survive, and these reveal many aspects of life in the past. Murasaki Shikibu, sometimes known as Lady Murasaki, was the author of the first great Japanese novel, *The Tale of Genji*, written over 10 years between 1000 and 1010 CE. Although this is a work of fiction, it provides us with a great deal of information about the life of the wealthy and influential aristocrats of this time.

Many traditional festivals and religious ceremonies are still practised in Japan today. Some of these have not changed for many hundreds of years so can provide valuable information about the way of life of Japanese people in past centuries.

SOURCE 2 This statue of Buddha is made of bronze and was constructed in the thirteenth century. It is 13.35 metres high and weighs approximately 94 tonnes.



SOURCE 3 This print by nineteenth-century artist Ando Hiroshige shows peasants in paddy fields planting rice.



SOURCE 4 Murasaki Shikibu wrote the first great Japanese novel, *The Tale of Genji*. This artwork was created in 1767.



SOURCE 5 The Hollyhock Festival (Aoi Matsuri) began as a religious festival in the sixth century CE. It was believed to protect people from disease and help bring good rice harvests.



DID YOU KNOW?

The Japanese language is written with three different sets of characters. These include Chinese characters known as *kanji*, as well as two sets of characters that represent different sounds or syllables. These two sets of characters are known as *hiragana* and *katakana*.

8.2 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. What were the two dominant religions that were followed in Japan during the shogunate period?
2. What can the study of architecture tell us about life in Japan in the past?
3. Why might religious images have been important in Japanese art?
4. Why might historical documents be classified as National Treasures?
5. Why can the observation of traditional festivals and religious ceremonies be useful to historians?

Apply your understanding

6. What can **Source 1** tell us about the importance of religion in traditional Japanese society? What is the unique technology used in the construction of this temple?

7. Study **Source 2**. This statue was cast in bronze. Use your dictionary or an encyclopaedia to find out more about the words 'cast' and 'bronze'.
 - (a) What two metals make up the alloy bronze?
 - (b) Draw and label a sketch of the casting process to explain how this statue was made.
 - (c) What conclusions can you draw about the metalworking skills of craftsmen in the Kamakura period?
8. Examine **Source 3** and answer the following questions:
 - (a) What does this source tell us about farming methods used in Japan in the past?
 - (b) Describe the typical clothing worn by Japanese peasants at this time.
 - (c) What other activity can you see in this source? What might this tell us about traditional Japanese leisure activities?
9. Examine **Source 4**. How can we tell that Murasaki Shikibu was a member of the wealthy classes?
10. Carefully examine **Source 5**. The costumes used in the Aoi Matsuri procession are copies of garments that no longer exist. What historical evidence could modern designers use to find out what the original clothing looked like?

8.3 Ancient and Classical Japan

8.3.1 Geography of Japan

About twelve thousand years ago, Japan was joined to the Asian mainland by several land bridges. The nomadic hunters and fishermen who walked across them on expeditions became Japan's first inhabitants. However, at the end of the last ice age, the Earth's climate warmed and rising oceans covered the land bridges. The islands that formed became the Japanese **archipelago** we know today. Later, attracted by the islands' natural beauty and rich resources, seafaring peoples from various parts of Asia reached Japan by boat. As their settlements spread, the original inhabitants were gradually driven into the far north wildernesses.

Japan is made up of four large islands and thousands of smaller ones. It is situated in one of the Earth's most active **seismic** regions, so it experiences frequent earthquakes and occasional volcanic eruptions. Japan is also a very mountainous country with many deep valleys and short, swift-flowing rivers. High rainfall and humidity keep southern

Japan green for most of the year, but northern regions have freezing winters that cover the countryside with snow. Magnificent forests of beech, cedar and maple still cover some parts of Japan, although many trees have been harvested for timber.

8.3.2 The Yamato state

The first migrants from South-East Asia settled on the southern island of Kyushu. However, around the fourth century CE, the Yamato **clan** established the first Japanese state in an area around Nara on the island of Honshu. The Yamato rulers set up a central government based on a legal system and Chinese traditions. With support from other clan leaders, descendants of the Yamato became the first recognised emperors of Japan.

SOURCE 1 A map of modern-day Japan



SOURCE 2 Japanese emperors were believed to be descended from the sun goddess Amaterasu, seen in this nineteenth-century artwork emerging from her cave.



DID YOU KNOW?

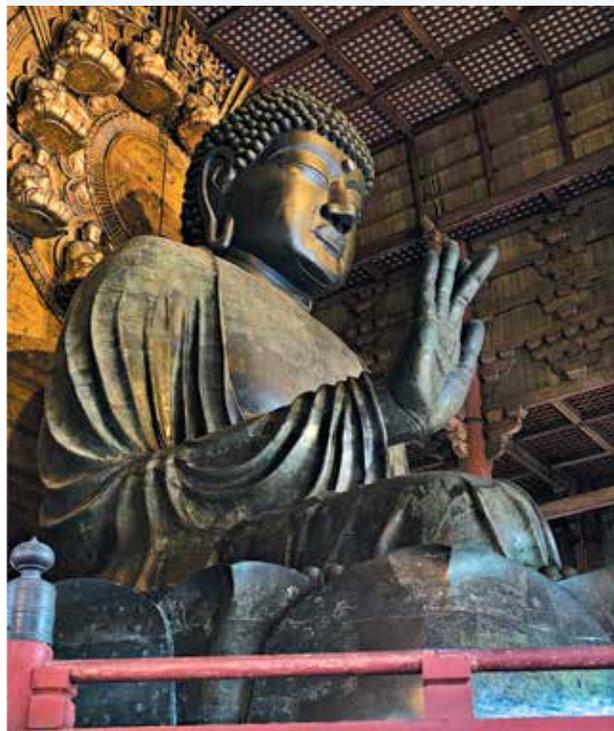
The imperial Yamato dynasty claimed descent from Amaterasu, the sun goddess. In Japanese mythology, when the sun goddess hid in a cave the world was plunged into darkness. Eventually she emerged and a number of her ornaments were changed into human form, one of them becoming the ancestor of the Japanese imperial family.

Strengthening the state

This era is often referred to as beginning of the ‘Classical’ period of Japanese history. It was during this period that the first great works of Japanese literature were written and Buddhism was firmly established in Japan. The Chinese influence was also very strong at this time: Chinese characters were used in Japanese writing, and the architecture of the capital, Nara, was modelled on the Chinese city of Xian.

More areas of Japan gradually came under the control of the emperor, but there were struggles for influence in the imperial court. The Buddhist religion became a popular force and Buddhist priests tried to claim powerful positions. Noble families like the Fujiwara also wanted power, so the emperor had many challenges to his authority. Nevertheless, by the eighth century, the capital city of Nara had grown strong and was an urban centre of about 200 000 people. It had a taxation system, many roads and bustling commerce. Outside the capital though, most people still lived in farming villages.

SOURCE 3 The 15-metre-high Great Buddha of Nara, completed in 751 CE, indicates the influence of Buddhism in the Japanese Classical period.



8.3.3 The Heian period and the growth of the military

In 794 the Emperor Kammu moved the imperial capital from Nara to Heian-kyo, now known as the city of Kyoto. The Heian period that followed lasted for almost 400 years and saw the flowering of the Classical period of Japanese history. Emperors of the Yamato dynasty found they were increasingly dependent on powerful nobles, known as **daimyo**, to maintain their power. The daimyo, who usually controlled landholdings in the country areas away from the capital, employed large numbers of warriors, or **samurai**, to help them maintain control of these interests. The emperors also relied heavily on this warrior class to help them defeat rebellious clans that challenged imperial power. Emperor Kammu bestowed the title of *seii taishogun* ('barbarian-conquering great general') on the commander-in-chief of the military forces and gave him a great deal of power to maintain order throughout the country. This title was later shortened to **shogun** and adopted by the head of the imperial military forces.

SOURCE 4 Emperor Kammu



8.3 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Why were humans attracted to settle in the Japanese archipelago?
2. How did Japan's geography make political unity difficult?
3. What is your understanding of the term 'authority'? How did the Japanese emperor gain his authority to rule?

Apply your understanding

4. Examine **Source 1** and list the names of Japan's four main islands.
5. Which island is the largest, and which island is the smallest?
6. Why was the sun goddess shown in **Source 2** so important to Japanese history?
7. From examining **Source 3**, how can you tell that Buddhism had become an important religion in Japan by the eighth century CE.
8. The first Japanese settlers came from different parts of the Asian mainland. Why might this have been a barrier for political unity?
9. What evidence is there that Japan borrowed much of its culture from China?

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Complete this digital doc: Worksheet 8.1: Geography and history — connections

8.4 Military rule

8.4.1 Family rivalries and the struggle for power

Nobles from the powerful Fujiwara clan dominated Japanese politics from the seventh century until the end of the Heian period in the twelfth century. They controlled all the most important offices in the royal court and were governors of many provinces in the countryside. Most emperors married Fujiwara women, and senior members of the family became **regents** if an emperor was too young to rule. At some stages, the Fujiwara family, rather than the emperor, ruled Japan.

Family rivalries

The Heian period was characterised by struggles for influence among the three most powerful daimyo clans, the Fujiwara, the Minamoto and the Taira. After the long period of dominance by the Fujiwara, in 1068 the Emperor Go-Sanjo reduced their power by appointing members of the rival Minamoto clan to important government offices. Go-Sanjo was the first emperor for more than two hundred years whose mother had not been a member of the Fujiwara clan. He himself married members of the Minamoto clan, so his heirs were loyal to the Minamoto rather than the Fujiwara.

The struggle for power

The twelfth century was a very unstable time in Japan. The Minamoto family had become the most powerful daimyo clan in Japan, but their power was challenged by the Taira clan. A series of rebellions, followed by **civil war** from 1180 to 1185, led to ultimate victory by the Minamoto family, who then proceeded to destroy the Taira clan. A famous historical account of the civil war period, *The Tale of the Heike*, was written by a number of different authors and is considered one of the great works of Japanese literature.

SOURCE 1 This thirteenth-century illustration shows the escape of the imperial family during civil war.



8.4.2 The Kamakura shogunate

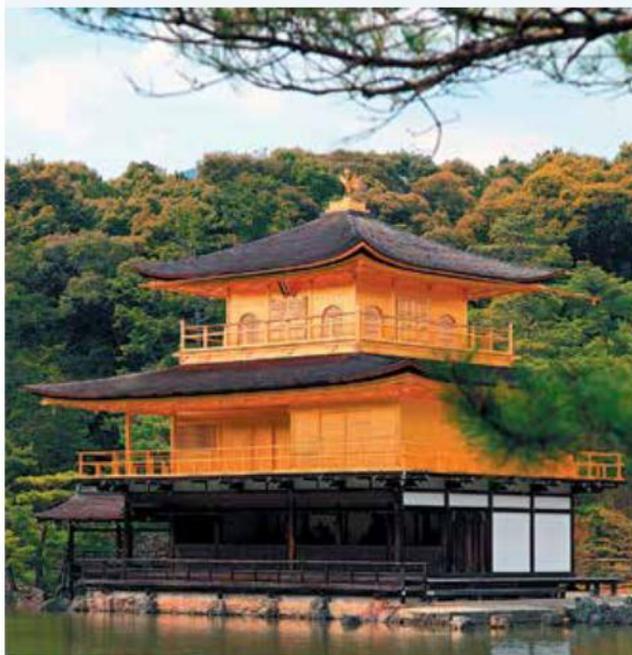
In 1192 the emperor appointed the head of the Minamoto clan, Minamoto no Yoritomo, as shogun, to lead the Japanese armed forces. Yoritomo set up his government in the city of Kamakura, about 50 kilometres south of modern-day Tokyo. The establishment of this shogunate was important because it saw real power pass from the emperor to the shogun. It is regarded as the end of the Classical period and the beginning of the shogunate or feudal period of Japanese history. For the next 700 years Japanese emperors were restricted to religious and ceremonial duties, while the shoguns and their samurai warriors effectively ruled Japan. Japanese society was based on a farming economy, with a governing class of warriors and great lords who granted land to their **vassals** in return for their military support and total loyalty.

The Kamakura shogunate lasted nearly 150 years and brought political stability to Japan. New laws outlined the rights of the samurai and Buddhism gathered strength. It had previously been the religion of only the ruling class but now spread to the common people. One of Japan's most famous sights, the Golden Pavilion in Kyoto, was built during this period as a Buddhist temple. Art and culture also flourished, especially poetry, music, painting and wood sculpture.

SOURCE 2 Minamoto no Yoritomo, shown in this twelfth-century artwork, became the first shogun to gain the power to rule Japan.



SOURCE 3 The Golden Pavilion in Kyoto



8.4.3 Mongol invasions

China presented the most serious threat to Japan in the Kamakura period. The Mongol emperor of China, Kublai Khan, demanded that Japan respect his authority and become a **tributary state**. When the shogunate refused, Kublai Khan ordered his army to invade Japan. But on two occasions, in 1274 and 1281, the Mongol ships were sunk by **typhoons**. The Japanese came to believe kamikaze or 'divine winds' protected their country. Unfortunately, thousands of samurai who fought the Mongol attackers became angry when the shogun could not afford to pay them. They waited for an opportunity to oppose the shogunate.

SOURCE 4 A map showing the two Mongolian invasions.



DID YOU KNOW?

The name *kamikaze*, meaning 'divine wind', was used to describe the storms that helped repel Mongol invaders in the thirteenth century. Revived by the Japanese during World War II, the name was given to units of fighter pilots who deliberately crashed their bomb-laden planes onto enemy ships. These suicide pilots were another type of 'divine wind' directed against Japan's enemies.

8.4.4 The age of the warring states

A chance to restore the rule of the nobles and the royal court came in 1333 when Emperor Go-Daigo resisted the military government. Samurai from the Ashikaga clan supported him and the Kamakura shogunate collapsed. However, other samurai were outraged at this challenge to their prestige and authority. The Ashikaga clan turned against the emperor and forced him to flee into the mountains. From 1336, the Ashikaga clan ruled Japan as shoguns for the next 237 years. It was a time of great artistic achievement, especially in theatre, literature, gardening and development of the **tea ceremony**. However, the Ashikaga shoguns could not control daimyo in the **provinces** who fought one another to gain more land and political power. During this age of the warring states, vassals overthrew their lords, farmers led armed uprisings and the economy was seriously weakened. Japan needed a strong leader to bring peace and order once again.

SOURCE 5 Japanese tea ceremony



8.4 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. In what way did Emperor Go-Sanjo break with the traditions and policies of earlier emperors?
2. Explain how the power and status of each of the Fujiwara, Minamoto and Taira clans changed during the eleventh and twelfth centuries.
3. Why was the outcome of the civil war of 1180 to 1185 so significant in Japanese history?
4. Why did the Mongols attempt to invade Japan in the thirteenth century, and how were they defeated?

Apply your understanding

5. What does **Source 1** tell us about the power of the emperor during the period of the civil war?
6. What aspects of Yoritomo, as depicted in **Source 2**, show that he had the ability to win the loyalty of the daimyo and samurai, and thus gain supreme power in Japan?
7. Buddhism emphasises meditation to achieve peace of mind. Why might the Golden Pavilion shown in **Source 3** have been a good place to meditate?
8. In your own words, explain the meaning of this sentence from the *Tale of the Heike*:
'The proud do not endure; they are like a dream on a spring night; the mighty fall at last, they are as dust before the wind.'
9. Explain why the period of the Ashikaga shogunate came to be described as the 'age of the warring states'.

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Explore more with this weblink: [Scrolls of the Mongol invasions of Japan](#)

8.5 The three unifiers of Japan

8.5.1 Introduction

The long rule of the Ashikaga shoguns finished in chaos. The warring states period lasted for more than 100 years, from the middle of the fifteenth century until the end of the sixteenth century. It came to an end when Japan was united by powerful daimyo warlords in the late sixteenth century, leading to the establishment of the Tokugawa shogunate in 1603.

Table 1 outlines who held the power during the key periods in classical and feudal Japan. Notice the significant occurrences during each period, especially the breakdown of the shogunate during the Ashikaga and warring states periods and the eventual centralisation of government by the ‘three great unifiers’.

TABLE 1 Classical and feudal Japan

Dates	Period	Power held by	Other features
Fourth century CE to 794	Nara	Yamato clan emperors	Establishment of the imperial dynasty; the first central government of Japan
794–1185	Heian	Emperors	Capital city moved to Heian-kyo (Kyoto); first shoguns appointed; growth in power of daimyo and samurai
1185–1333	Kamakura	Kamakura shoguns	Stable government for 150 years; successful defeat of the Mongols
1336–1573	Ashikaga	Ashikaga shoguns	Gradual breakdown of shogunate as daimyo fought for power during the age of the warring states
1573–1603	Warring states	Oda Nobunaga; Toyotomi Hideyoshi; Tokugawa Ieyasu	Breakdown of shogunate rule; centralising of government under the ‘three great unifiers’
1603–1867	Edo	Tokugawa shoguns	Capital moved to Edo (Tokyo); stable government under the shogunate; isolation from the rest of the world

8.5.2 The three unifiers of Japan

Oda Nobunaga – a cruel military genius

Oda Nobunaga was the son of a daimyo from a small domain on the coast of Honshu. When he was 21, he killed a rival lord and planned to unite Japan under his own leadership. When the Ashikaga shogun Yoshiteru was murdered in 1565, his brother Yoshiaki appealed to Oda for help and Oda had him installed as shogun. Yoshiaki was little more than a puppet, as the real power lay with Oda and his forces. In 1573 Yoshiaki tried to rebel against Oda but was driven out of Kyoto. He became a Buddhist monk. The position of shogun remained effectively vacant for the next 30 years. Through a series of ruthless battles, Oda began to create a **centralised** government. He was especially cruel in crushing Buddhist opponents, burning some alive and destroying monasteries. His victories were helped by the use of **muskets** that had only recently been introduced to Japan from Europe. Oda’s rule came to an end in 1582 when he committed **seppuku** after being surrounded by enemy forces.

Toyotomi Hideyoshi – from soldier to leader

Toyotomi Hideyoshi was a soldier in Oda’s army and took over leadership after Oda’s ritual suicide. He developed a strong central government that expanded control over the islands of Shikoku and

SOURCE 1 Oda Nobunaga



Kyushu. Hideyoshi also opposed European Christian missionaries. He expelled them from Japan, prohibited Japanese from becoming Christians and later executed 26 Japanese and foreign Christians. Before Hideyoshi died in 1598, he set up a council of five senior elders whom he trusted to pass power to his son.

SOURCE 2 The Twenty-Six Martyrs Monument was built in 1962 in Nagasaki to commemorate the Christians executed by Toyotomi Hideyoshi in 1597.



SOURCE 3 Toyotomi Hideyoshi



Tokugawa Ieyasu — founder of a new shogunate

Tokugawa Ieyasu was a member of the council of five but he had his own ambitions. Instead of supporting Toyotomi Hideyoshi's son, he forced him into battle. The son then committed suicide in Osaka Castle. Ieyasu won a great military victory in 1600 and three years later declared himself the new shogun. Altogether there were 15 Tokugawa shoguns between 1603 and 1868, and this powerful samurai family had branches throughout Japan. In 1603, Ieyasu set up his shogunate in the small fishing town of **Edo**. (This town eventually grew to become the modern Japanese capital city of Tokyo.) He took over a small castle and developed it into a massive Tokugawa residence and military headquarters. As the administrative centre of Japan, Edo housed thousands of samurai and it soon attracted merchants, artisans and other common residents. About one hundred years later, Edo was the biggest city in the world.

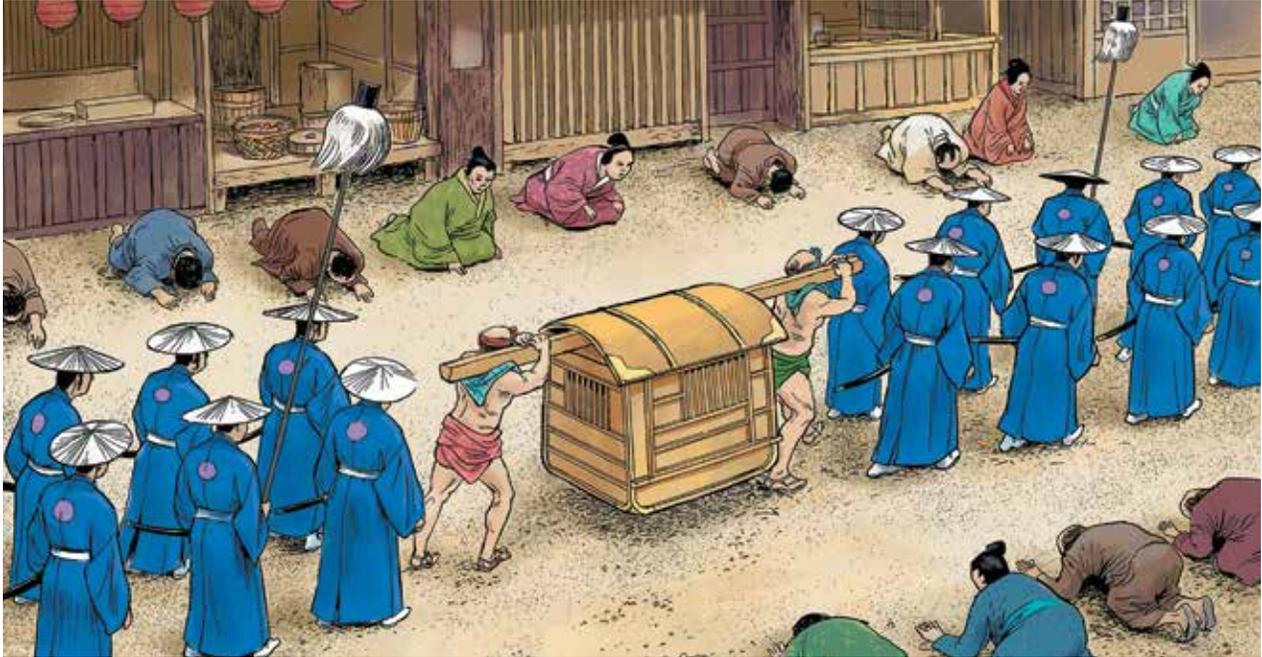
SOURCE 4 Tokugawa Ieyasu



8.5.3 Law, order and isolation

The Tokugawa shoguns had come to power after a long period of civil war in Japan. They realised that they might have to compete for power with other powerful daimyo clans, so they set about finding ways to reduce the power and influence of these clans. They ordered all daimyo to travel to Edo every second year to pay respect to the shogun. Long processions of samurai accompanying daimyo in **palanquins** became a common sight. When they returned to their domains, daimyo had to leave their families behind in Edo as **hostages**. The expense of feeding armies of samurai on the road, maintaining a residence in Edo and providing gifts to the shogun ensured that daimyo could not become too rich and powerful.

SOURCE 5 Daimyo travelling to Edo were carried in palanquins and escorted by long processions of samurai.



The period of isolation

The Tokugawa were very suspicious of foreigners who tried to change Japan's traditions. Christianity was forbidden as an 'un-Japanese' religion, and Dutch, Korean and Chinese traders could operate only through the port of Nagasaki. Japanese citizens were also forbidden to travel overseas. The Tokugawa shoguns isolated Japan from the rest of the world for over 260 years.

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Deepen and check your understanding of the topic with the following resources and auto-marked questions:

🔗 [Japan under the shoguns](#)

8.5 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. How did Oda Nobunaga come to be the most powerful daimyo in Japan?
2. Explain why Oda, Hideyoshi and Ieyasu have become known as the 'three great unifiers of Japan'.
3. Identify and explain two examples of the ways in which the Tokugawa shoguns tried to prevent other daimyo from challenging their power.
4. What methods were used in the Tokugawa period to isolate Japan from the rest of the world?

Apply your understanding

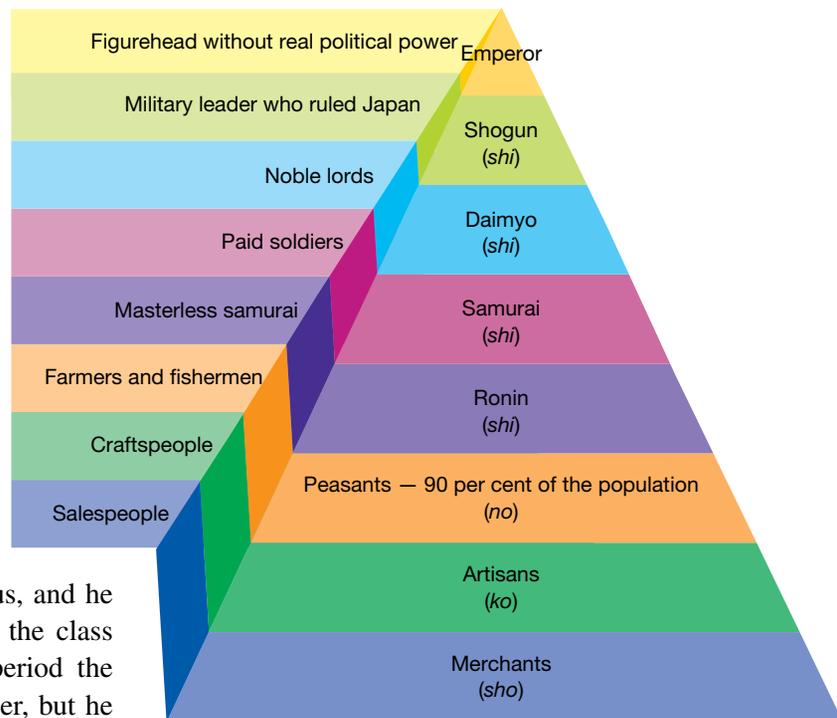
5. **Source 2** shows a monument to the Christian martyrs of 1597. Why might Hideyoshi and the Tokugawa shoguns have wanted to keep foreign religions out of Japan?
6. What does **Source 5** show you about the way common people had to behave when a daimyo procession passed by? What do you think might have happened to them if they did not behave in this way?
7. At various times, the Japanese emperors or shoguns were puppets for other powerful figures. What does the term 'puppet' mean in this context? What advantage would there be for one person to use another person as a 'puppet'?
8. Why did the Tokugawa shoguns try to isolate Japan from the rest of the world?
9. What do you think is meant by the following famous Japanese saying:
'Nobunaga pounds the national rice cake, Hideyoshi kneads it, and in the end Ieyasu sits down and eats it'?

8.6 Japanese society

8.6.1 Social classes in Japanese society

For about a thousand years, from the Heian period until the end of the Tokugawa shogunate in 1867, Japan maintained a feudal society, similar in some ways to the feudal societies of medieval Europe. Society was divided into rigid social classes, each person belonging to a class that reflected their status and the role they fulfilled in society. Once a person was born into a particular class, he or she would remain in that class for life.

SOURCE 1 Social classes in Japanese society



8.6.2 The emperor and nobles

The emperor held the highest status, and he and his family were at the top of the class structure. During the shogunate period the emperor had very little actual power, but he was an important religious leader and was worshipped as a descendant of the sun goddess. He lived a rich, artistic life surrounded by families of nobles. Although he was a highly respected figure, the emperor could not control the more distant regions of Japan. To do so he needed the support of the daimyo, the powerful nobles to whom he gave land in return for their support. During the feudal, or shogunate, period the most powerful of the daimyo became the shogun, who was the effective ruler of Japan. As well as leading the army, the shogun took care of all the routine matters involved in governing the country. Each of the daimyo had his own estates and armies and so was very powerful. In the Kamakura and Ashikaga periods the shogun was often challenged by other powerful daimyo. During the Edo period the daimyo were brought under the control of the shoguns of the Tokugawa clan. The daimyo built huge castles surrounded by moats and high stone walls to protect themselves from their enemies.

SOURCE 2 Himeji Castle belonged to daimyo from the Akamatsu clan.



DID YOU KNOW?

Japanese castles were built mainly of wood on top of high stone foundations. The wooden framework of the walls was covered with thick layers of clay and plaster. Inside the castle, people had to climb steep wooden stairs to go from one level to the next.

8.6.3 The samurai

The next level of society was the warrior class, or samurai. These soldiers were paid by the daimyo to control their **domains**, and each samurai warrior swore an oath of loyalty to his own daimyo. As well as fighting for the daimyo during conflicts with other nobles, the samurai often ran the estates, collected taxes and kept order among the peasants. During the period of the warring states, the daimyo relied on their samurai to protect them and their interests.

SOURCE 3 Samurai



8.6.4 *Shi-no-ko-sho*

In the early shogunate period, Japanese society had only two main groups. The ‘good citizens’ included nobles, farmers and other free people. Slaves, servants and guards were ‘low citizens’. In the late sixteenth century, Japanese society established a class system based on the Confucian idea of four main ranks. The daimyo and samurai belonged to the warrior class or *shi*. They were at the top because they protected the nation from invasion and were supposed to set moral standards for the rest of society.

Beneath the warriors came farmers or *no*. Without food, no-one could survive, so farmers were viewed as essential members of society.

The **artisans** or *ko* came next in rank. Although they used raw materials produced by others, they made items like paper, fine swords and reed mats that people needed. Near the bottom of the social structure came merchants or *sho*. Their social status was low because they did not make anything at all. They lived by trading rice, selling items that other people had produced or by charging interest on money that they lent.

SOURCE 4 Merchants had a low social status because they were seen to contribute little to society. This artwork was created by Katsuhika Hokusai (1760–1849).



The outcasts

Even lower than the merchants was a group of outcasts called *eta*. They lived on the fringes of towns and were confined to their own communities under the leadership of a headman. They made a living handling ritually unclean products like animal skins for leather, or worked as labourers carrying out the distasteful work of garbage collection and burial of the dead.

Other people lived outside the rank system altogether. The *hinin* were regarded as non-people and often survived by begging. Wandering priests, actors and mime artists also had a low position in society.

8.6 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. What was the role of the emperor in Japanese feudal society?
2. How did the daimyo maintain their power in Japanese society?
3. Why did farmers rank higher than artisans or merchants in the *shi-no-ko-sho* arrangement of social classes?

Apply your understanding

4. Examine **Source 1**. Compare this with the diagram of the European feudal system in subtopic 1.7 Power, society and religion. In what ways is the Japanese system similar to the European, and in what ways is it different?
5. Explain how the castle shown in **Source 2** could be defended against the enemies of its daimyo owners.
6. Examine **Source 4**, which depicts a merchant in his shop.
 - (a) What do you think the merchant is doing in this picture?
 - (b) Who is his customer?
 - (c) Identify three important items in the picture and explain what they were used for.
 - (d) In terms of class, what could be concluded by the postures and body positions of the people in the painting?
7. From an examination of the structure of Japanese feudalism, which human qualities and skills do you think were most highly valued in this society? Which do you think were considered to be the least important?
8. Examine **Source 2**. Himeji Castle is a National Treasure of Japan. Use the internet and your library to find information about other Japanese buildings listed as National Treasures. Choose five and make an illustrated poster with a short description of each place, the date it was built and where it is in Japan. You may like to arrange your illustrations and descriptions around a map of Japan with arrows pointing to each location.

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 Complete this digital doc: Worksheet 8.3: Japanese society

8.7 The samurai

8.7.1 The daimyo and samurai

Warriors were influential throughout Japanese history but they gained special importance during feudal times. Under feudalism, society was based on military power. Although the daimyo were powerful warlords, their power depended on the fighting skills of the samurai under their control. These warriors swore an oath of loyalty to their daimyo. They controlled his lands for him when he was away in the capital and fought on his behalf when he came into conflict with other daimyo.

During the Classical and shogunate periods in Japan, the emperors found it increasingly difficult to control all of the country. Although the daimyo swore allegiance to the emperor, many of them were actually more powerful than the emperor. They had their own power bases in the provinces and had large numbers of vassals in their service. At first the men who served them were members of their own families but the daimyo soon gathered vassals who were not related to them by blood. These men were known as samurai, which means ‘a person who serves a noble’. Later, some of the more powerful vassals challenged the authority of their lords and used military force to seize lands for themselves. They too became daimyo and built alliances by granting land to their followers.

SOURCE 1 A scene from the film *The Last Samurai*, set in the late nineteenth century, when the influence of the samurai was in decline



8.7.2 The warrior code

A true samurai had to follow the warrior code of **bushido**. His first duty was to be loyal and obedient to his daimyo lord. A samurai was expected to defend to the death his own family honour and the honour of his daimyo. Under bushido, a samurai was required to learn seven martial arts: archery, the spear, fencing, horse riding, military strategy, use of firearms and techniques of **jujutsu**.

The Buddhist religion encouraged the samurai to adopt an attitude of ‘carelessness’ with life through full control of body and mind. Samurai practised special meditation, so they would know what to do in battle without being confused by thoughts or feelings.

Rank

Hierarchy and rank were very important in Japanese society. Some daimyo had higher status than others due to their noble ancestry or the value of their land. There were also ranks within samurai, just as there is in an army. It was possible to advance in rank, and a daimyo might reward a loyal samurai with promotion or a grant of land.

8.7.3 Samurai life

Samurai boys were raised to become professional soldiers in a lord’s service. Soon after they were born, they were given a small sword in a special ceremony. From a very early age they were taught archery, horse riding and sword fighting as well as unarmed combat. They learned these skills not only from their fathers and senior samurai but often by attending martial arts schools. They had to learn to read and write as well, for they were expected to be educated people who could assist their lord in the governing of his domain. Their two main responsibilities were often described as ‘the pen and the sword’.

A samurai woman was also required to demonstrate courage and honour. However, instead of military training, the emphasis in a girl’s education was on becoming a faithful wife and mother. Her education prepared her for managing a household as a future samurai wife. When her husband was away at war, she was expected to keep everything in order until he returned.

SOURCE 2 Bushido calligraphy



SOURCE 3 A beautifully crafted sword from the Kamakura period



Ronin

If a daimyo lost his land in battle or had his domain confiscated by the government, his samurai became masterless. They were considered **ronin** or ‘wave men’ floating on the sea of life. At various times in history, Japanese society had many of these unemployed warriors. Some of them simply ran away to begin a new life. Others joined new commanders or became farmers. But some ronin became bandits or mercenary soldiers who terrorised the countryside.

8.7.4 The end of the samurai

The samurai disappeared from Japan for some of the same reasons that knights disappeared from Europe. After Portuguese traders introduced guns to Japan in the sixteenth century, Japanese metal smiths quickly copied the **flintlock** mechanism. Guns became easier to obtain and samurai eagerly learned how to use them. However, this change meant that traditional samurai skills like sword fighting, horse-riding and unarmed combat were no longer as effective. From the beginning of the seventeenth century, Japan experienced over 250 years of peace and so the samurai did not have

SOURCE 4 Samurai armour varied greatly during the shogunate period.



SOURCE 5 The graves of the 47 ronin



DID YOU KNOW?

A famous ronin named Musashi fought over sixty duels and was never defeated. He began his samurai training at the age of seven and had his first duel when he was thirteen. As an adult, Musashi wrote *The Book of Five Rings* to explain his unique fighting methods.

SOURCE 6 The tale of the 47 ronin — a true story

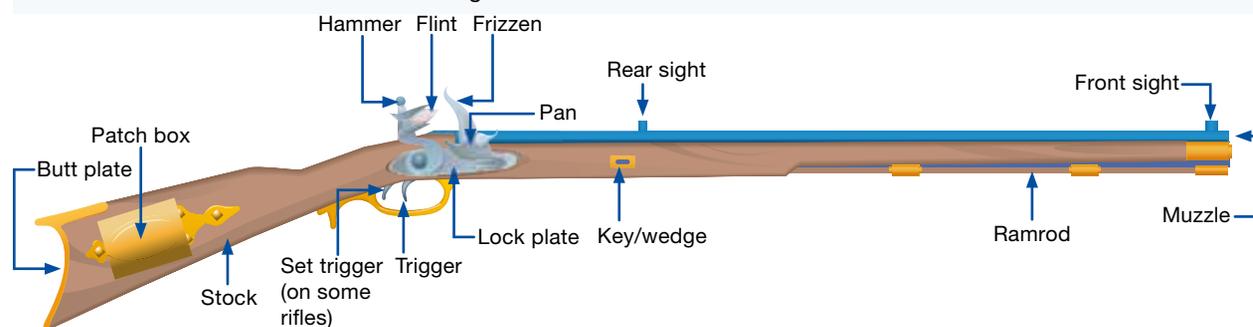
At Japanese New Year, it was the custom for the emperor to send greetings to the court of the shogun, Japan’s military ruler. The shogun appointed Lord Asano as one of his representatives to attend the ceremonies. Unaware of the proper behaviour and dress required, Lord Asano asked Lord Kira for advice, but was greatly embarrassed when the information proved to be false. Outraged, Lord Asano drew his sword and attacked Lord Kira in the shogun’s palace. This was an extremely serious offence and the shogun ordered Asano to commit suicide. After saying goodbye to his family and faithful samurai, Lord Asano plunged a short sword into his stomach and cut it open in the ritual suicide called seppuku. In the world of the warrior, this was an honourable way to die. Having lost their master, Lord Asano’s samurai were now ronin and 47 of them plotted revenge. It took them two years of planning, but finally one snowy night in 1703, they attacked and killed Lord Kira. The shogun was furious because he had personally forbidden revenge. He demanded that all 47 ronin commit seppuku. Having avenged their dead master, the ronin all did as the shogun ordered. By committing seppuku, they paid the highest debt both to their lord and to their ruler.

opportunities to practise their combat skills. Instead, they became mainly government officials. Samurai also fell into debt with the rising merchant class and this weakened their social standing. The samurai class was finally abolished altogether in the late nineteenth century.

How the flintlock gun works

Gunpowder is poured into the muzzle, followed by a lead ball. These are rammed in firmly with the ramrod. A small amount of powder is poured into the pan and the pan lid, or frizzen, is closed over it. The hammer is pulled back and when the trigger is squeezed the flint on the hammer strikes the edge of the frizzen. This creates a spark, which ignites the priming powder in the pan. A small hole in the barrel allows the burning powder in the pan to ignite the powder in the barrel, which explodes — firing the lead ball. The flintlock rifle had a range of 75 to 100 metres. Since the samurai method of fighting involved close hand-to-hand combat, any weapon that allowed fighting from a distance would make the traditional martial arts of the samurai far less effective.

SOURCE 7 The introduction of flintlock guns contributed to the decline of the samurai.



8.7 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. What was the role of the samurai in feudal Japanese society?
2. Explain the main methods of fighting employed by the samurai.
3. Outline the differences in the education of samurai boys and girls.
4. Why was it important for samurai to learn how to read and write, as well as fight?
5. What circumstances could lead to samurai becoming ronin?

Apply your understanding

6. Examine **Sources 1** and **4**. What would be the advantages and disadvantages of fighting in armour like this?
7. Compare **Source 3** with **Source 7**. Why did weapons such as the sword in **Source 3** eventually become ineffective in battle?
8. Examine **Source 5**. How can we tell from this photograph that the 47 ronin are still admired and respected in Japan?
9. Make a list of the values samurai followed in the code of bushido.
 - (a) Which of these values do you think are important to modern-day Australian society?
 - (b) Give some examples of how these values might be seen or used in practical situations today.
10. The samurai were the Japanese equivalent of medieval European knights. Identify and explain the similarities and differences between these two types of warrior (see subtopic 4.9 The knight).

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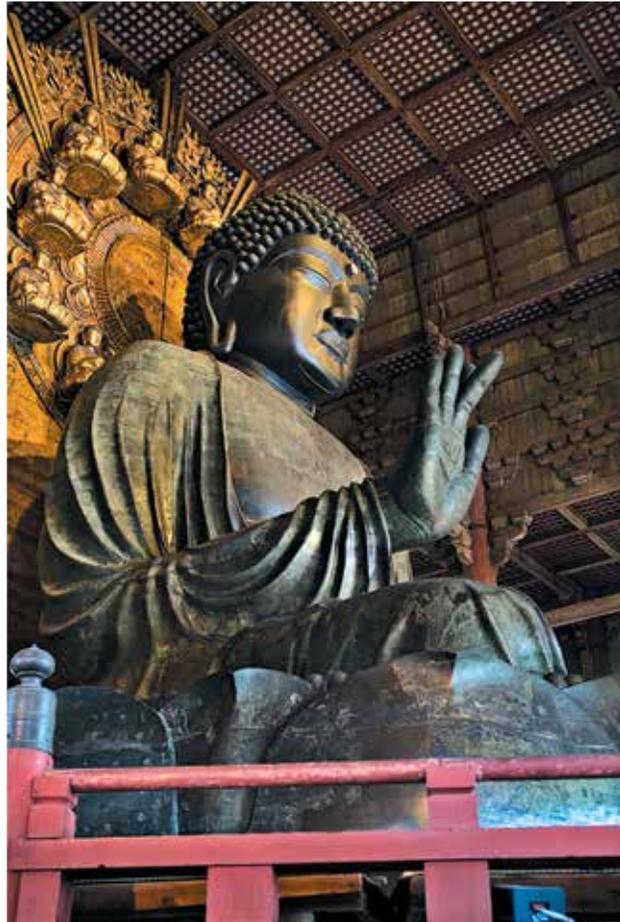
Complete this digital doc: Worksheet 8.4: Warriors' world

8.8 Beliefs and values

8.8.1 Introduction to Japanese religions

Nature had a special place in the lives of the first inhabitants of Japan. Inspired by its beauty, people came to believe in the **kami** (spirit beings) who inhabited places such as forests, mountains and oceans. These beliefs grew into a religion called Shinto or ‘the way of the gods’. Later, between the sixth and ninth centuries, Buddhism and Confucianism reached Japan by way of China and Korea. Both these beliefs had a profound influence on Japanese society and helped to change Shinto traditions.

SOURCE 1 A 15-metre high statue of Buddha, which was completed in Nara in 751



8.8.2 Shinto — the way of the gods

The first places of Shinto worship were areas of sacred land marked off with a straw rope or rows of stones. However, after 600 CE, permanent wooden shrines became common. The Shinto shrine was a vital place where village communities celebrated the change of seasons, prayed for good harvests or participated in the rite of purification to wash away physical and moral pollution.

The basic beliefs of Shinto are:

- *tradition and the family*. Birth, marriage and other ceremonies related to family life are especially significant. It is the family that passes on traditions from generation to generation, so family is vitally important.
- *love of nature*. Because nature itself is sacred, being in contact with nature means being in contact with the gods. Activities such as the cherry blossom festival and autumn leaf viewing are still important in Japan today.
- *physical cleanliness*. Taking baths, washing the hands often and rinsing out the mouth are part of daily life. In particular, these acts are observed in visits to Shinto shrines or sanctuaries.
- *religious festivals*. Honouring the spirits either collectively or individually is an opportunity for people to come together to enjoy life and each other’s company.

8.8.3 Shinto shrines

Religious beliefs and Chinese building styles influenced the architecture of Japanese shrines and temples. Respect for nature is central to the Shinto faith and so its shrines were made of natural materials, mainly wood and stone. The entrance to a Shinto shrine is marked by **torii** (see **Source 2**) as a sign that it is sacred ground. Before approaching the main shrine, worshippers purify themselves by washing their hands and faces, and rinsing their mouths with water. Inari shrines are an example of Shinto shrines that can still be seen today. Dedicated to Inari, Shinto god of rice, prayers here are believed to ensure good harvests and success in business. The shrine has fox statues and small white fox offerings because these spirits are said to be messengers of Inari (see **Source 3**).

SOURCE 2 Torii of Itsukushima Shrine



SOURCE 3 Fox statues and offerings at an Inari shrine in Matsue



SOURCE 4 The features of a Shinto shrine

A Torii — entrance gate to sacred ground

B Stone stairs

C Chozuya — water basin where worshippers wash their hands and mouths

D Sando — approach path to the shrine

E Shamusho — shrine office

F Toro — lanterns of stone, wood or metal

G Kagura-den — building for sacred dances

H Ema — small wooden boards inscribed with worshippers' prayers



I Komainu — lion dog statues guarding the entrance to the holiest place

J Haiden — hall of worship

K Sessa/masha — small miniature shrines

L Offerings of rice wine (sake)

M Suzu — shrine bell that worshippers ring to alert the gods to their prayers

N Shimenawa — plaited rope to show presence of a god and to ward off evil

O Honden — main sanctuary; the holiest place in the shrine

8.8.4 Buddhism

Buddhism began in northern India about 2500 years ago when Prince Siddhartha Gautama achieved **nirvana** or perfect peace. He became known as the Buddha, which means ‘enlightened one’. Siddhartha’s teachings spread gradually from India to most other parts of East Asia. In Japan, members of the emperor’s court were among the first Buddhist converts, but after the twelfth century, ordinary people increasingly accepted the new faith. Many Japanese became both Shinto and Buddhist, with the Buddhist faith predominating. With its joyous love of nature and life generally, Shinto is a religion for events such as birth and marriage. Buddhism offers spiritual understandings of death and the world beyond, and so funerals became Buddhist ceremonies.

Buddhism teaches that humans can achieve nirvana by truly knowing ‘Four Noble Truths’:

1. All life involves suffering.
2. Suffering is caused by desire.
3. Desire can be overcome.
4. The way to overcome desire is to follow the Noble Eightfold Path (see **Source 5**).

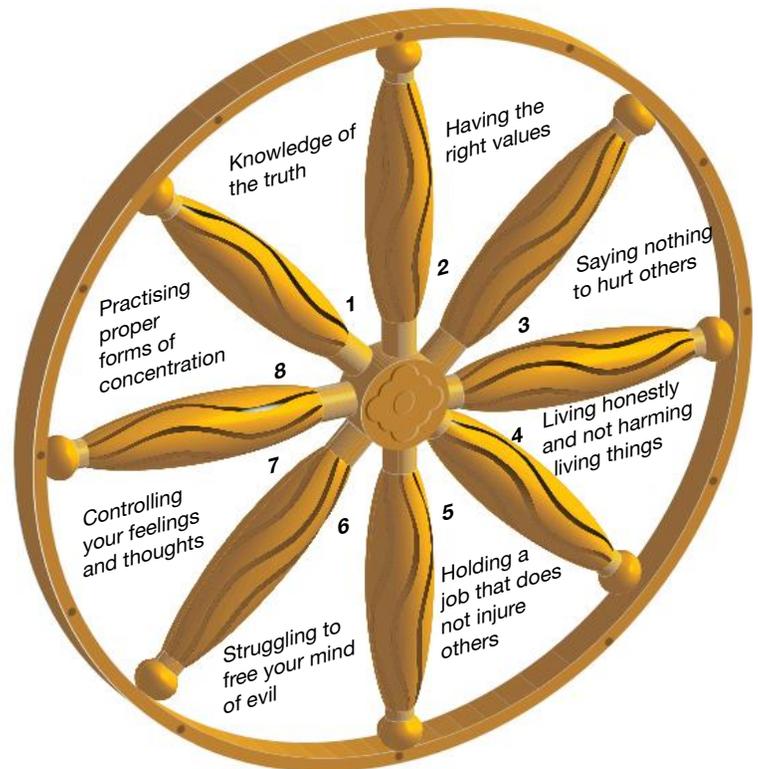
Buddhist temples

Buddhist temples and prayer halls were made of unpainted wood. A temple building complex frequently included a bell-tower and another multi-storey wooden tower called a **pagoda** that was used to celebrate mass and house sacred scriptures or relics of the Buddha. Some temple interiors were very simple but others were richly decorated with splendid altars and statues of the Buddha. The main hall of the mighty Todai-ji temple in Nara is generally regarded as the largest wooden structure in the world. Inside is a huge bronze statue of Buddha dating from the eighth century CE.

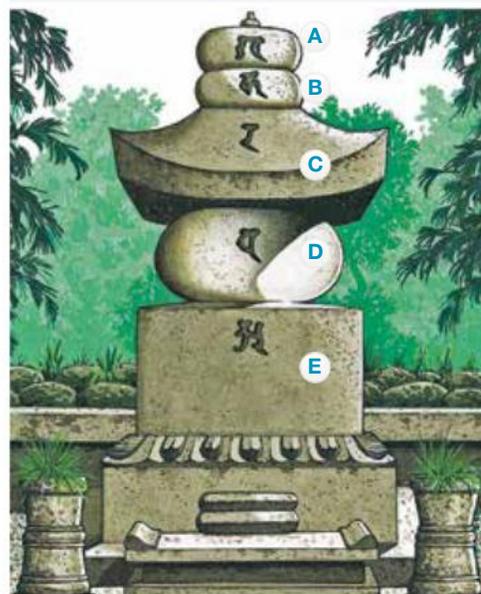
Zen

A special form of Buddhism called Zen came to Japan through India and China during the twelfth and thirteenth centuries. Followers of Zen study the

SOURCE 5 The Noble Eightfold Path of Buddhism. The wheel represents the cycle of death and rebirth a person must suffer before reaching nirvana.



SOURCE 6 A gorinto represents the five elements of the Buddhist universe. It symbolises the various stages of life until perfection is reached.



- A** Flame-wreathed gem — space, perfection
- B** Semi-circle — wind, awareness
- C** Triangle — fire, energy
- D** Circle — water, wisdom
- E** Square — earth, striving

SOURCE 7 Some famous Zen koans

- What is the sound of one hand clapping?
- Who am I?
- Who is the master?
- The flag doesn’t move ... only your mind moves.
- Does a dog have a Buddha nature?

sacred texts of Mahayana Buddhism and meditate deeply on their meaning. A personal teacher or master sometimes presents a riddle known as a koan to help followers in their search for enlightenment. The purpose of a koan is to free the mind from reason and help people move beyond their usual patterns of thinking. They can then achieve a sudden flash of insight called **satori**.

8.8.5 Christianity

Portuguese missionaries introduced Christianity to Japan in the sixteenth century. The Jesuit priest Francis Xavier reached Kagoshima in southern Japan in 1549 and converted about a hundred people. Later, European missionaries continued Xavier's work and even converted some daimyo to the new faith. However, Japan's military rulers grew suspicious of Christianity, believing it was 'un-Japanese' and a trick to take over the country. They ruthlessly persecuted Japanese Christians in attempts to completely stamp out the Christian religion. However, some believers continued to practise secretly and became known as 'hidden Christians'. Today, only about two per cent of the Japanese population is Christian.

SOURCE 8 Urakami Cathedral, Nagasaki, also known as St Mary's Cathedral



8.8.6 Confucianism

Confucianism is generally regarded as a philosophy rather than a religion. It is a set of rules based on the ideas of the Chinese scholar and teacher Gong Qui (known as Confucius in the English-speaking world). Confucianism contributed greatly to the development of social institutions, political organisation and education in Japan. Its ideas of loyalty and filial piety reinforced similar Shinto beliefs. Filial piety was the principle that children had a duty to obey and support their parents in all circumstances. It also applied to

SOURCE 9 Confucius shrine in Nagasaki, Japan



the dutiful relationship between samurai and their feudal lords. The daimyo (a powerful feudal lord) was regarded as the father of the house and the samurai as his children.

8.8 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. In what ways are Shinto and Buddhism different? How does each of these religions contribute to understanding life?
2. What is the role of the master in Zen Buddhism?
3. How did the idea of filial piety influence children's behaviour towards their parents?

Apply your understanding

4. What is the significance of the fox statues in **Source 3**?
5. Examine **Source 4**. List four different activities that might take place within this shrine as part of Shinto worship.
6. Examine **Sources 5** and **6**. What does each of these sources tell us about the core beliefs of Buddhism?
7. What is the purpose of the Zen *koans* shown in **Source 7**?
8. Why is it unlikely that the Catholic Church shown in **Source 8** was built much before the twentieth century?
9. In Buddhism, all life is sacred. What effect would this belief have on the eating habits of its faithful followers?
10. Shinto religious festivals are called *matsuri*. They are celebrated throughout Japan as joyful occasions. Use the internet and your library to discover more about one of the following popular festivals:
 - Gion Festival in Kyoto
 - Okunchi Festival in Nagasaki
 - Kanda Festival in Tokyo
 - Tenjin Festival in Osaka.

Write a brief description of the festival you researched and then explain how the festival demonstrates some of the main principles of the Shinto faith.

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Complete this digital doc: Worksheet 8.5: Beliefs and values



Explore more with this weblink: Shintoism

8.9 The role of Heian women

8.9.1 Women of *The Pillow Book*

Sei Shonagon was the author of *The Pillow Book* and a lady-in-waiting to Empress Teishi in the middle Heian period, c. 1000 CE. Sei's book provides fascinating insights into Japanese life over a thousand years ago, particularly the role of women in Japan under the shoguns.

Sei Shonagon's description of Empress Teishi playing the **biwa**, a stringed instrument like a lute, can tell us much about court life at the time (see **Sources 1** and **2**). Empress Teishi died at the age of 25 in 1001 CE after giving birth to her second child.

SOURCE 1 An extract from *The Pillow Book*

There she sat, in a scarlet robe with quite indescribably lovely gowns and starched robes beneath, in layer upon layer ... the sharp contrast of her wonderfully white forehead, clearly visible at the side of the shielding instrument.

Other women described in *The Pillow Book* include:

- farming women planting the rice fields and ‘wearing hats that look just like newly-made serving trays’. They are singing a song about a bird, saying ‘it’s your chanting sets us planting!’
- ladies-in-waiting, who spend their time writing poetry, playing music and indulging in witty conversation
- fisher girls with thin ropes tied to their waists diving out of boats to collect shellfish. Sei criticised the men who were singing and moving the boat while the women were gasping for breath (see **Source 3**).
- **shaman** chanting and praying to the spirits for a child’s health. During the shogunate period, the Japanese believed that bad health was due to evil spirits possessing a person’s body.
- an old Buddhist nun ‘dressed in horribly grimy clothes and looking like a little monkey’. She begs for offerings and shocks the ladies-in-waiting by singing a rude song.
- a serving lady pouring water for the empress. Other female servants act as hairdressers, food preparers or nurses to the emperor’s children.

SOURCE 2 The Japanese *biwa* was first developed in the eighth century. It derives from similar instruments found in Asia and the Middle East.



SOURCE 3 *Poem of Sangi Takamura* by Katsushika Hokusai depicts women diving for abalone.



Katsushika Hokusai, Japan 1760–1849
Poem of Sangi Takamura (Sangi Takamuro) c. 1835–6
Colour woodblock, 24.8 × 36.7 cm
National Gallery of Australia, Canberra
Gift of Orde Poynton Esq, AO, CMG 2000

8.9.2 Beauty and family life

Ideas of beauty

For Heian noblewomen, beauty meant a plump figure, small red lips, a pale complexion and very long hair. Ladies used heavy rice powder to whiten their faces and necks, and blackened their teeth with an iron-based liquid. This process helped to maintain healthy teeth. They also shaved their eyebrows and drew new ones high on their foreheads with a mixture of black ash. They wore richly coloured silk gowns, skirted trousers and Chinese **brocade** jackets. However, women from farming families could not afford such clothes. They wore simple garments of coarse fabric.

SOURCE 4 The fashion of Heian noblewomen typically involved heavy make-up and elaborate clothing.



Family life

On average, women lived only 27 years and men 32 years. Diseases like **tuberculosis** and **beri-beri** were common, and women faced the extra risk of dying during childbirth. Many children died young due to poor diets, unsanitary living conditions and childhood diseases.

Marriages were usually arranged between families. Husbands often had more than one wife and lived with a wife's family, although this custom later changed when wives moved to their husband's family.

Girls from rich families spent many hours copying famous poetry and practising handwriting. In this way, they learned to read and write the Japanese characters called **kana** at home. Beautiful writing was a mark of good taste and high social class. Boys went on to study the Chinese characters, but such learning was discouraged for girls. The vast majority of people — both male and female — were illiterate.

DID YOU KNOW?

Until the early twentieth century, Japanese emperors had many concubines and mistresses. Concubines ranked lower than an official wife but were mothers to some of the emperor's children. In the seventeenth century, Emperor Go-Mizunoo was the father of at least 33 children from his empress, concubines and ladies-in-waiting.

8.9 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Why did women in shogunate Japan generally have shorter life spans than women in Australia today?
2. What skills and personal qualities did noblewomen in the Heian period aim to possess?
3. The nobility was only a small fraction of Japan's population during the shogunate period. What occupations did the majority of people have?

Apply your understanding

4. What does the scene in **Source 3** tell us about the social position of the women divers?
5. How do we know that the description in **Source 1** is of a wealthy noblewoman?
6. Which European musical instrument is most like the *biwa* shown in **Source 2**? Why would the *biwa* have been played only by wealthy women?
7. Suggest reasons why we know so much about the lives of rich and powerful nobles in shogunate Japan, but very little about the way ordinary people lived.
8. How are ideas about female beauty in Australia today different from the standards admired during the Heian period? What are some of the reasons for this?
9. Murasaki Shikibu was another famous woman during the Heian period. Use the internet and your library to prepare a report about her life and work.
10. Japanese hiragana is one form of kana. Use the internet and your library to make a poster showing all the characters of hiragana and the sounds they represent.

8.10 Craftwork and the arts

8.10.1 Introduction

Japanese artists and craftspeople aimed for perfection in all they created. They considered their skills a sacred gift, respected their materials and gave thanks for the successful creation of a beautiful object. For example, sword-makers prayed while they worked and believed a finished sword had its own spirit. Potters, too,

often produced items of a semi-religious nature. The Japanese tea ceremony had its beginnings in Chinese Buddhist rituals, so cups and pots used in the ceremony had to be special. **Sake** was important in Shinto festivals, so sake containers also had a religious connection.

8.10.2 Painting and calligraphy

In the early feudal period, painters were strongly influenced by Chinese styles. Using ground-up minerals to produce different coloured paint, many Japanese paintings followed Shinto and Buddhist religious themes. Buddhist art often depicted saints, demons or sinners suffering in hell. These pictures served as a warning to live a good life. By the middle Heian period, a distinctive Japanese style of painting developed. Sliding and folding screens in wealthy residences were often richly decorated with scenes from nature or paintings of animals. Many picture scrolls told famous stories such as the *Tale of Genji* or stories of other Japanese heroes. Artists also created elegant portraits of eminent nobles and monks. The Muromachi period (c. 1333–1573) was notable for colourful Shinto religious paintings and **monochrome** ink landscapes painted by Zen Buddhist monks.

SOURCE 1 Japanese tea ceremony



SOURCE 2 A painted Japanese folding screen created in the early seventeenth century



JAPANESE

Horse stable (early seventeenth century)

Six panel screen: ink, pigment and gold paint on paper, lacquer on wood, silk, paper, metal

150.2 × 238.0 cm (image and sheet)

National Gallery of Victoria, Melbourne

Purchased, Allan and Maria Myers Fund for the Acquisition of Asian Art, 2008

Traditional Japanese writing uses a pointed brush dipped in ink. Many ancient letters, poems and religious texts survive today. They are valued not just for their content but for their beautiful handwriting or **calligraphy**. Wealthy calligraphers could afford fine quality handmade paper (**washi**) coloured with

pigments and sometimes flecked with gold or silver leaf. Calligraphy is still taught in Japanese schools, and annual competitions showcase Japan's best calligraphers.

8.10.3 Lacquer and pottery

Lacquer was made from the sap of particular trees, with pigment added to create different colours. The sap formed a glossy coating as it hardened, which artists used to paint many thin layers over wooden articles such as cosmetic boxes or items made from woven bamboo, pottery or metal. During the early shogunate period, red and black were favoured colours; however, brown and amber were also known to be used. Some objects were decorated with patterns of leaves, grass or flowers, while others were engraved, inlaid with pearly shell, or had gold or silver particles sprinkled on them before the lacquer hardened.

Japan's long history of pottery stretches back to the earliest human settlements. Japanese potters created a great range of items, from unglazed vessels for food storage to beautifully **glazed** decorative vases. Kilns in many regions produced ceramics with distinctive styles and designs. By the Muromachi period, even everyday household wares began to be glazed. Some of the finest Japanese ceramics were cups and pots made for the tea ceremony.

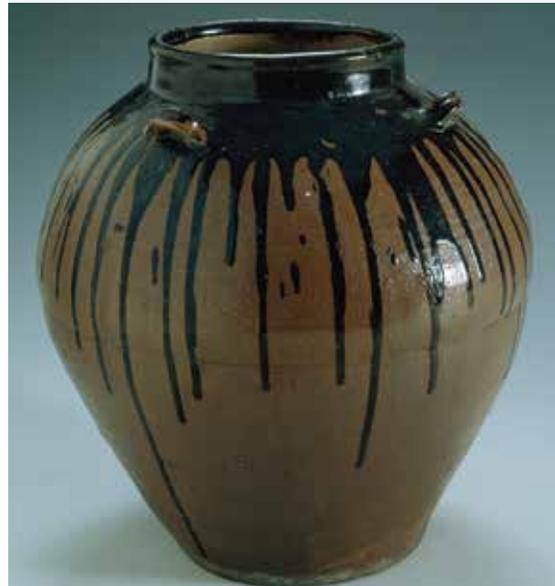
SOURCE 3 Calligraphy is still taught in Japanese schools.



SOURCE 4 A lacquered tebakō (cosmetics box) dating back to the Kamakura period. This box has a design of plovers.



SOURCE 5 A vase created in the seventeenth century for use in the tea ceremony



8.10 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. What was the connection between Japanese painting and famous literature? Why might this connection have existed?
2. How did religious beliefs influence the items made by Japanese artists and craftspeople?

Apply your understanding

3. Examine **Source 2**. What does this artefact show us about the way Japanese art was depicted?
4. Examine **Source 4**. Write a one-paragraph description that would help museum visitors understand what this item looks like and how it was made.
5. What evidence is there that the techniques and colours used in pottery were inspired by the Japanese love of nature?
6. How would knowledge of Chinese art help historians understand developments in Japanese art?
7. In groups of three or four, select one of the following topics for investigation and make an illustrated poster to be used as part of a class presentation.
 - Raku (pottery)
 - Ink landscapes
 - Implements for tea ceremony
 - Buddhist art
 - Waka (poetry)
 - Washi (paper)
 - Japanese screensYour poster should explain:
 - (a) the materials used in the creation of the object
 - (b) the practical methods employed by the artist
 - (c) the artistic effect the artists hoped to achieve.

8.11 Life in the Edo period

8.11.1 Homes of rich and poor

By 1850, Japan had a population of about 30 million people. This total remained fairly constant because births and deaths were nearly in balance. However, most towns had grown steadily for over a hundred years and so the population distribution had changed enormously. Edo was now a city with over 1.2 million inhabitants. The next largest was the market town of Osaka, followed by Kyoto, where the Japanese emperor lived.

Town streets were mainly lined with narrow-fronted wooden houses and shops. Merchants and craftsmen often carried out their businesses from home, dividing work premises at the front of the building from living quarters at the back.

SOURCE 1 Traditional Japanese townhouses in the historic Gion Shinbasi area of Kyoto



SOURCE 2 A traditional samurai residence in Echizen-Ono, Fukui



SOURCE 3 A traditional thatched-roof farmhouse in Ogimachi Village



High-ranked samurai often lived in large mansions with tiled roofs. A veranda surrounded the whole house, and the timber floors were covered with rush mats called **tatami**. Rooms were separated with sliding screens or **shoji** instead of walls.

The homes of some poor farmers had earthen floors and shingled roofs. A large hearth in the centre of the main room was used for cooking and for warmth in winter. The owners might have a small Buddhist altar for saying prayers and honouring ancestors.

8.11.2 Art and culture in the towns

The long and generally peaceful rule of the Tokugawa shogunate contributed to art and culture reaching a new peak in the Genroku period (1688–1704). Most people in rural areas were farmers, but townspeople or **chonin** had grown wealthier so they could afford more art, clothing and entertainment.

With their bustling ports, lively pleasure districts and busy markets, large towns were exciting places to live. Attending plays at the **kabuki** theatre was a popular pastime (see **Source 4**). Kabuki was a highly stylised form of theatre combining drama and dance with very elaborate costumes. The plays usually told stories of ordinary life and attracted all classes of people. About 40 per cent of the people could now read and write, so new literature was also popular.

Samurai were still bound to serve their feudal lords, but they worked as clerks or administrators rather than warriors.

SOURCE 4 A modern artist's impression of a kabuki theatre from the Edo period



- A** *Hanamichi* — a walkway leads from the stage to the back of the theatre. It is used for dramatic entrances and exits.
- B** *Suppon* — a man-powered lift-trapdoor is set in the walkway three metres from the stage. Ninjas, ghosts and monsters appear from here.
- C** *Kuromiso* — bamboo blinds on the left-hand side of the stage conceal musicians who play instruments to make the sounds of wind and rain.
- D** *Marawibutai* — the centre of the stage can revolve. This is useful for changing scenes and clearly contrasting the previous scene from the present one.
- E** *Gidayuyuka* (choboyuka) — this place on the right-hand side of the stage is used to hide narrators and musicians.
- F** *Omuko* — seats in the gallery on the second floor were quite cheap. Kabuki fans and experts sit here to get a good view and cheer their favourite actors.
- G** *Masuseki* — these square, box-like seats can seat four people.

8.11.3 Life in the castle towns

During the fifteenth and sixteenth centuries, rival feudal lords started to build strong castles on mountains for defence in war. Later, forts on flat land were also developed into castles. Most daimyo castles were built near main roads and so towns grew up around them. Castle towns themselves had no gates or walls and were usually surrounded by open farmland and small villages. Samurai were ordered to settle in the towns and lived close to the castle itself while merchants and craftspeople lived further away.

At the start of the Edo period, there were about 200 to 250 castles in Japan. This was a smaller number than in previous periods because the Tokugawa shoguns enforced a policy of 'one domain, one castle' to limit the power of the feudal lords. The daimyo were forced to demolish any additional castles in their domains.

SOURCE 5 Matsumoto Castle, Japan



8.11.4 Forestry

The growth of cities created a huge need for timber. It was the main construction material for Japanese houses, shrines, temples and castles. Wood was also used for fuel in homes and industries. Japan had to use its own forests because traders were not allowed to import foreign timber. Many trees were cut down and so timber became scarce. Parts of Japanese cities were often destroyed by fire and replacing wooden buildings increased the demand.

The Tokugawa shogunate took action to overcome these problems. Official permission was needed for logging, and stealing timber became a serious crime. The shoguns encouraged the study of tree growth and ordered the replanting of forests. Some daimyo grew plantations on their own lands and villagers learned to raise seedlings. Although it took many years for the situation to improve, Japan gradually developed a very effective system of sustainable forest management.

SOURCE 6 Japanese cedar forest



8.11 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. How do you account for the growing interest in theatre and literature during the Genroku period?
2. Why did the Tokugawa shoguns enforce a policy of 'one domain, one castle'?
3. Why was it important for the Japanese to develop a sustainable forest management system during the Edo period?

Apply your understanding

4. Compare the different houses depicted in **Sources 1, 2** and **3**. Identify the features of each type of house that tell you the social class of the people who lived in it.
5. What do you think was the level of audience participation in a kabuki play? Provide evidence from **Source 4**.
6. The pattern of castle towns had samurai living closest to the castle and other classes of people living further way. What reasons explain this system of social organisation?
7. What is population distribution and how might it be measured? How and why did Japan's population distribution change during the eighteenth century?

8.12 SkillBuilder: Making your own notes from sources

8.12.1 What is note-making?

Do you ever feel daunted when you see a lot of text and information on a page? Do you sometimes wonder how you will be able to remember it all for a test? Don't worry, you don't need to know all of it — just the important parts. That's why it's essential you learn to summarise large amounts of information. This means cutting it into smaller pieces to make it easier to remember. Note-making helps you to do this. You simply write out the key information in point form. Then it won't seem so daunting.

The most important thing to remember when making notes is that you are aiming to *reduce* the number of words used by keeping just the important points — and not copying out a lot of text.

8.12.2 How to make notes from sources

Step 1

Read the extract you need to summarise. Don't try to make notes the first time you read it. Just try to understand the main points the author is making. Try reading **Source 1**, a passage about the weapons of a samurai in feudal Japan.

SOURCE 1 Samurai and their weapons

Samurai warriors were trained to use a variety of weapons, including daggers, iron fans and lengths of chain with weights on each end. These were weapons many warriors could use. However, only samurai were allowed to wear both a short sword and a long sword. They were valuable weapons that took many months to make and were emblems of a samurai's high social status. A sword was believed to have its own spirit and was called 'the soul of the samurai'.

The blade of a samurai sword was razor sharp and often beautifully patterned. Through repeated heating, pounding and folding, master sword-makers created exceptionally hard steel that could be ground to a fine edge. It was said that some swords could cut a man in half with a single stroke.

Wealthy samurai could afford ornate decorations for their swords. Some had magnificent gold and silver decorated sword guards or superbly crafted scabbards. These ornaments showed the importance of a sword and the respect with which it was regarded.

At various times in Japanese history, military authorities carried out sword hunts. Their purpose was to confiscate swords from farmers and warrior monks. A sword hunt helped to reduce the amount of violence in society. It also maintained the high status of the samurai as the only people entitled to carry a sword.

SOURCE 2 A sword from the Edo period decorated with gold and lacquer



Step 2

Now re-read the text. Ask yourself:

- What are the main points the author is trying to make?
- What is the main idea in each paragraph?

Highlight these (shown in light blue in **Source 3**).

Step 3

Highlight any supporting ideas in the text (shown in green in **Source 3**).

Step 4

Highlight any keywords that are new to you or that seem to relate specifically to the topic (shown in purple in **Source 3**).

Step 5

Now you need to start writing. Write down the heading and then use dot points for each of your notes. Look for keywords, dates, ideas, facts and evidence.

Remember, the aim is to summarise and reduce the number of words used, not just to copy out exactly. Look for ways of shortening the text. Instead of listing lots of examples, use just one or two. Include definitions of words that are important to the topic.

Your notes should be designed to help *you*, not other people, so use your own words. If you already know a lot about a topic, you may not need to make as many notes as other people; but if the topic is new to you, you may need more notes. As a rough guide, you should make one or two notes from each paragraph.

SOURCE 3 Identifying important information

Samurai warriors were trained to use a variety of weapons, including daggers, iron fans and lengths of chain with weights on each end. These were weapons many warriors could use. However, only samurai were allowed to wear both a short sword and a long sword. They were valuable weapons that took many months to make and were emblems of a samurai's high social status. A sword was believed to have its own spirit and was called 'the soul of the samurai'.

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At various times in Japanese history, military authorities carried out sword hunts. Their purpose was to confiscate swords from farmers and warrior monks. A sword hunt helped to reduce the amount of violence in society. It also maintained the high status of the samurai as the only people entitled to carry a sword.

Now look at **Source 4** and you will see how much we have reduced the text. You can see that by making notes we can simplify text, making it easier for us to remember important information we have read.

SOURCE 4 Summary

- A short and long sword were the weapons of a samurai [main point].
 - Valuable and took a long time to make [supporting idea]
 - Showed a samurai's high social status [supporting idea]
- Blades were extremely sharp [main point].
 - Very strong and effective weapon [supporting idea]
- Rich samurai decorated their sword [main point].
 - Expensive sword guards and scabbards (sword covers) [supporting idea]
- Military hunted hidden swords and confiscated them [main point].
 - Make society more peaceful [supporting idea]
 - Maintain samurai social status [supporting idea]

Other things you can do

- Try using different coloured headings to make your notes clearer.
- Write your notes on separate cards, using a topic heading for each card.
- Instead of headings, try to think of likely test or exam questions and then use these questions to structure your notes.
- Keep a separate page of definitions.
- If you think you have too many notes, try summarising your summary.
- Use diagrams and flow charts to help you keep things simple.
- Compare your notes with others' to make sure you haven't missed key details.

8.12.3 Developing my skills

Think of all the reading you have to do and all the material you need to learn. Making notes makes it much easier. Now it's your turn. Try making notes from **Source 5**, which discusses the ninja. When you have finished, compare your notes with the notes of some of your classmates to see what they did.

SOURCE 5 Ninja weapons and tactics

A samurai was supposed to fight bravely and openly. For this reason, the skilled spies known as ninja were probably not samurai. It is far more likely that ninja were recruited from lower social classes. The position was hereditary with fathers passing on knowledge and skills to their sons. In several parts of Japan, there were also professional schools for training ninja.

Ninja moved silently to penetrate enemy territory and were often camouflaged to disguise their appearance. They had to be agile and physically fit. Tough assignments might involve hiding in trees, scaling high castle walls and swimming moats. Strategies and skills like these helped ninja to deceive enemies and avoid being discovered.

Special tools and weapons enabled ninja to secretly obtain information or assassinate enemies. Their tools included rope ladders, grappling hooks, and picks and drills for boring through walls and doors. Although a sword was the ninja's preferred weapon, he might also carry a short dagger, poisoned darts and shuriken [concealed, sharpened weapon used for throwing or stabbing].

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 Complete this digital doc: Worksheet 8.6: Note-taking

8.13 Foreign devils

8.13.1 Introduction to foreign trade

The Tokugawa shoguns pursued a policy of isolation from the rest of the world, although some very limited contact was allowed through relationships with Chinese and Dutch traders. The contact with the Dutch continued through the Edo period, and provided the Japanese with access to some European scientific knowledge and literature. By the middle of the nineteenth century, with so many nations pursuing trade in the Pacific region, it would prove impossible for Japan to continue to restrict contact with the 'foreign devils'.

Dejima Island and Rangaku

From 1640 onwards the Dutch and Chinese were allowed to maintain a limited presence on the artificial island of Dejima in Nagasaki harbour. The Dutch traders were not allowed to cross onto the mainland, except for an annual trip to Edo to pay homage to the shogun. On these visits the Dutch would bring samples of European technology as gifts for the shogun. In this way, Western inventions such as clocks, telescopes and medical instruments were introduced to Japan. Many Japanese scholars pursued a study of what they called Rangaku ('Dutch learning') during the period of isolation, when many Dutch books were translated into Japanese.

DID YOU KNOW?

The island of Dejima was created in 1634 by cutting a canal across a narrow isthmus connecting a small peninsula to the mainland. The resulting island was then linked to the mainland by a bridge, which was guarded day and night to prevent any unauthorised crossing.

8.13.2 Black ships

During the 1830s and 1840s, a number of Western countries attempted to establish contact with the Japanese shogunate government, which rejected such approaches as being hostile to their way of life. In 1853, Commodore Matthew Perry of the United States Navy sailed into Edo harbour with four heavily armed warships. He wished to negotiate the opening up of trade with Japan, and threatened to take military action if the Japanese refused. The Japanese feared a return of the 'black ships' and built stronger forts around Edo. However, in 1854 Perry returned with twice as many ships to get a reply to the letter. He found the Japanese had drafted a **treaty** agreeing to the Americans' demands.

SOURCE 1 Extract from Perry, M, *Narrative of the Expedition of an American Squadron to the China Seas and Japan*, McDonald & Co., London, 1954, p. 62

The Commander-in-Chief will not go to Nagasaki and will receive no communication through the Dutch or the Chinese ... if this friendly letter of the President to the Emperor is not received and duly replied to, [the Commander-in-Chief] will consider his country insulted, and will not hold himself accountable for the consequences.

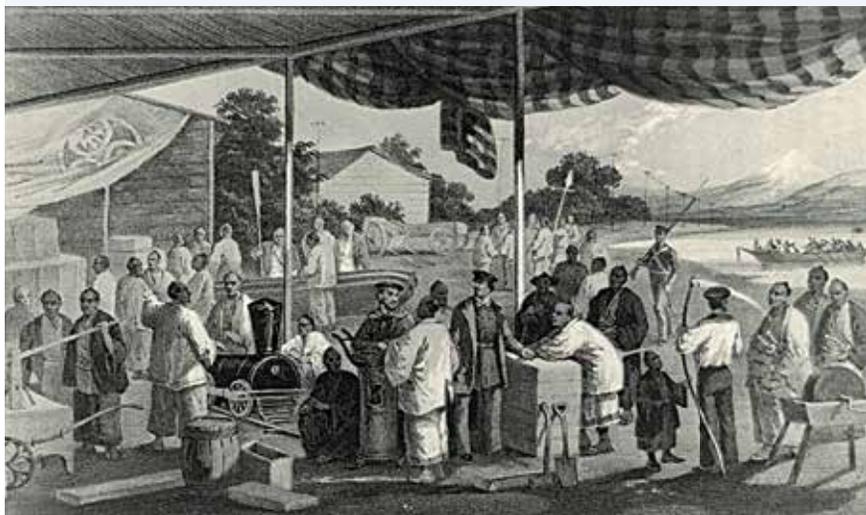
SOURCE 2 A photograph of Commodore Matthew Perry



Unequal treaties

In 1854, the Treaty of Kanagawa between Japan and the US opened two ports to American trade and guaranteed good treatment of shipwrecked American sailors. Four years later the Japanese were pressured into another treaty. More ports were opened to foreign trade, which allowed Americans to live and work in Japan. The treaty also set very low **tariffs** on foreign goods imported to Japan. Soon the Russians, French and British forced the Japanese to sign similar treaties.

SOURCE 3 When Commodore Perry returned to Japan in 1854 he introduced examples of Western technology, including a miniature steam locomotive and the electric telegraph.



8.13.3 Tokugawa troubles

The emperor had appointed the shogun to protect Japan from barbarians but the shogun had failed in this duty by opening ports for trade. Some samurai clans still supported the shogun but others were very angry that the Tokugawa shogunate had not defended Japan from foreign invasion. They looked to the traditional authority of the emperor as the only strength capable of unifying the country. Over the next ten years, supporters and opponents of the shogunate clashed violently.

Some samurai acted independently to attack and kill the foreign intruders. The powerful Choshu clan even closed an important waterway and bombed foreign ships. However, the Western powers retaliated by later attacking Choshu territory and destroying its guns and forts.

Japanese scholars had a different answer to the problem. They suggested building on the skills already learned from Dutch traders and Portuguese missionaries. Their idea was to adopt Western knowledge in order to protect Japan's culture and traditions and help it survive as an independent country.

The Nagasaki Naval Training Centre

Faced with the increasing threat of foreigners, in 1855 the shogunate government established a naval training centre near Dejima Island in Nagasaki harbour. To ensure they had access to the latest in marine technology and naval organisation, the training centre employed instructors from the Dutch Navy. They acquired steam-driven warships and set out to develop a modern Japanese navy.

SOURCE 4 A nineteenth-century map of the Nagasaki Naval Training Centre, established near Dejima Island in 1855



Edo surrenders

In the end, the Choshu, Satsuma and Tosa samurai clans and some important court nobles forced the resignation of Shogun Yoshinobu, the last of the Tokugawa shoguns. The clans then seized the imperial palace in Kyoto and declared the 'restoration' of the emperor to full power. The shogunate forces tried to defeat them but fell back to defend Edo. Recognising the strength of the imperial forces, Shogun Yoshinobu surrendered the city peacefully. The new emperor was carried in a heavily guarded royal palanquin from Kyoto to his new home, the shogun's palace, Edo Castle. The city of Edo was renamed Tokyo, meaning 'eastern capital'. It was the beginning of a new age.

8.13 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. In what way did Japan maintain limited contact with the outside world during the isolationist Edo period?
2. What did the United States gain from the Treaty of Kanagawa?
3. Explain how the opening up of Japan to foreign trade was seen to have weakened the authority of the shogun.
4. How did the period of the Edo shogunate come to an end?

Apply your understanding

5. Read **Source 1**. What did Commodore Perry mean by the words, '[the Commander-in-Chief]... will not hold himself accountable for the consequences'?

6. How did the examples of Western technology shown in **Source 3** influence the views of many Japanese scholars?
7. Examine **Source 4** and answer the following questions:
 - (a) How was the island of Dejima originally created and what was its purpose?
 - (b) What does this source suggest about the Japanese attitude to foreigners?
8. Why do you think the shogun agreed to sign the Treaty of Kanagawa with the Americans? What might have happened if he had not?
9. Using resources from the school library and the internet, compile a list of the most important goods traded between Japan and the Dutch during the Edo period.

8.14 Emperor Meiji and modern Japan

8.14.1 Emperor Meiji

When Emperor Komei died in 1867, his fifteen-year-old son Prince Mutsuhito became the next emperor of Japan. He took the reign name Meiji and in 1868 began a dangerous journey from Kyoto to Tokyo. The long procession included the new emperor's palanquin, courtiers on horseback and a large group of samurai guards. Despite the victory of his samurai supporters, the young Emperor Meiji was still at risk from shogunate forces.

8.14.2 The Meiji Restoration and the Charter Oath

The transfer of power from the shogunate to the emperor is known as the Meiji Restoration. In theory, the emperor ruled Japan but in practice this was not the case. In the new government, the emperor was just a figurehead. Emperor Meiji and over 760 daimyo signed a document called the Charter Oath, a five-point statement supposedly introducing a new democracy. However, the main decisions were still made by the same samurai groups who had restored the emperor as the head of government in Japan.

SOURCE 1 An illustration of Emperor Meiji as a young man



SOURCE 2 The Charter Oath 1868

By this oath, we set up as our aim the establishment of the national wealth on a broad basis and the framing of a constitution and laws.

1. **Deliberative** assemblies shall be widely established and all matters decided by open discussion.
2. All classes, high and low, shall be united in vigorously carrying out the administration of affairs of state.
3. The common people, no less than the civil and military officials, shall all be allowed to pursue their own calling so that there may be no discontent.
4. Evil customs of the past shall be broken off and everything based upon the just laws of Nature.
5. Knowledge shall be sought throughout the world so as to strengthen the foundation of imperial rule.

The Boshin civil war

From 1868 to 1869, some significant land and naval campaigns took place between the imperial army and forces of the old shogunate. The battles were mainly on and around the islands of Kyushu and Hokkaido. It was a civil war because it involved rival groups from the same country. However, the emperor's forces defeated their enemies and strengthened the control of the central government in Tokyo.

What happened to the samurai?

The Meiji government believed that a samurai military force was too expensive and not appropriate for a modern country. Also many samurai were still loyal to their local feudal lords instead of the Japanese nation as a whole. The Meiji government replaced the samurai with a **conscript** army open to all classes of people. It ended the old four-class system, took over the daimyo domains and abolished the right of samurai to carry swords in public.

SOURCE 3 This painting from 1877 shows the newly established conscript army's victory over rebelling samurai who were fighting to regain their right to carry swords.



8.14.3 Japan modernises

In its search for modern ideas, the Meiji government established overseas missions to foreign countries. The 1871 Iwakura Mission was the most important of these. Its purpose was to learn from the West in order to guide Japan's modernisation. Over nearly two years, its 48 members visited America, Britain, Europe and Asia and gathered information in many areas, especially aspects of industry, technology and military development.

Later reforms

By the end of the nineteenth century, hardly any aspects of traditional Japan remained unchanged. The country was governed by a constitution and a **diet**, where new laws could be debated and passed. Banks, post offices and schools were based on Western models and many new buildings reflected European or American architectural design. More 'loan words' came into the Japanese language from German, French and English.

SOURCE 4 A Meiji era photograph showing the modernising of Japan



Japan in the modern world

Some cultural changes occurred because the Japanese people began to accept new customs. However, a majority of the changes came from deliberate reform policies of the Meiji government. By the beginning of the twentieth century, Japan was a modern and powerful country prepared to take its place alongside other leading nations.

8.14 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Why do you think many samurai were angry about their changed social status during the Meiji period?
2. Why did the Meiji government send the Iwakura Mission to visit other countries?
3. How can you tell that Emperor Meiji, as shown in **Source 1**, was influenced by European ideas rather than Japanese tradition?
4. Examine **Source 3**. Identify the differences between the samurai and the conscript soldiers as shown in this painting.

Apply your understanding

5. Carefully examine **Source 4** to identify some of the changes taking place in Japan during the Meiji period. In your workbook, draw two columns with the headings 'Old Japan' and 'New Japan'. In the appropriate columns, list and describe all the traditional and modern things you can see in the photograph.
6. Did the Charter Oath achieve all the things it promised? Read **Source 2** again and, as a class, decide how many of the five points were actually put into practice during the Meiji period.
7. Draw a timeline that shows the significant events that took place in Japan between 1853 and 1871. What aspects of Japanese life and society do you think changed the most? Give reasons for your opinion.

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 Complete this digital doc: Worksheet 8.7: Imperial Japan

8.15 The heritage of Japan under the shoguns

8.15.1 Martial arts

The ancient skills of the samurai have become popular systems of martial arts. A good example is jujutsu. Its throwing and blocking techniques were developed into the modern sport of judo. Karate, which means ‘empty hand’, and aikido are two other famous styles of martial arts that focus on unarmed combat. In kendo, or ‘the way of the sword’, armoured competitors battle one another with bamboo practice swords. All these sports emphasise honour, respect and self-discipline as well as combat strategies. Their skills must not be used recklessly. Schools that teach Japanese martial arts now exist throughout the world. There are many international competitions and judo has been an Olympic sport since 1964.

SOURCE 1 Grappling is an important part of judo.



8.15.2 Japanese gardens and bonsai

Feudal lords once privately owned the three most important gardens in Japan. Today, these places are beautiful public gardens that everybody can enjoy. Traditional Japanese gardens are unique; they are very different from European gardens. Instead of **symmetry** and planting in regular patterns, traditional Japanese gardens achieve wonderful effects by irregular arrangements of large rocks, trees and shrubs. They often have areas of moss or gravel, shallow lakes and trickling streams. Inspired by such features, gardeners throughout the world have copied Japanese garden styles or adapted some ideas for their own designs.

Bonsai, or ‘tray planting’, came to Japan from China about 800 years ago. Bonsai trees as old as seven or eight hundred years still exist. Techniques of trimming branches and roots keep the trees between one-thirtieth and one-sixtieth of their natural size. Bonsai is a popular hobby in many countries and bonsai clubs exist throughout the world.

SOURCE 2 A quiet scene in Kenrokuen, one of the three great gardens of Japan



SOURCE 3 Trimming branches and roots of bonsai keeps them a fraction of their natural size.



8.15.3 Samurai movies

Samurai themes still inspire popular Japanese films and provide an exciting basis for many video games. Japanese film director Akira Kurosawa made some of the most famous samurai movies. *Throne of Blood* was based on William Shakespeare's play *Macbeth* but used samurai warriors instead of Scottish nobles as the main characters. Kurosawa's film *Seven Samurai* was adapted to become a blockbuster Hollywood cowboy movie called *The Magnificent Seven*.

SOURCE 4 The Hollywood blockbuster *The Magnificent Seven* was inspired by Kurosawa's film *Seven Samurai*.



8.15.4 Pottery

Over many centuries, Japanese potters developed special styles and techniques. Toyotomi Hideyoshi was so impressed with hand-moulded tea bowls made by one tile maker that he awarded him a special **seal** to mark his products. From then on, the potter's family was called 'Raku' after the Chinese character on the seal and the pottery was called raku ware. Pottery **kilns** in Japan still produce distinctive local ceramics. Craftspeople from many parts of the world visit Japan to learn from Japanese masters and take knowledge back to their home countries.

SOURCE 5 Local potters produce distinctive Japanese ceramics.



8.15.5 World heritage sites in Japan

The United Nations Educational, Scientific and Cultural Organization (UNESCO) has named a number of places in Japan as world heritage sites. They include temples, shrines, castles and monuments in cities such as Nara and Kyoto. The sites illustrate the beliefs and achievements of the Japanese people over many centuries and are significant to the history of the world.

SOURCE 6 Todaiji Temple in Nara, Japan, is the world's largest wooden building and world heritage site.



8.15 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. What is the main difference between kendo and martial arts such as judo and karate?
2. How do Japanese gardens differ from most gardens in Europe and Australia?

Apply your understanding

3. Explain why Japanese feudal society would have had such an emphasis on martial arts, as shown in **Source 1**.
4. **Source 4** shows a scene from a Western film adapted from a samurai story. Why are films and games with samurai themes so popular today?
5. Examine **Source 2**. What features do you think make this garden look especially Japanese?
6. Which social classes in feudal Japan would have been most likely to engage in the hobby of bonsai, as shown in **Source 3**? Give reasons for your answer.
7. What particular features of Japanese pottery (**Source 5**) make it so popular around the world?
8. Using information from this topic, design a travel plan for someone who wishes to visit Japan.
 - (a) Suggest places they should go and sights they should see.
 - (b) Give reasons for your recommendations.
9. You could present your itinerary in the form of an illustrated travel brochure.

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Complete this digital doc: Worksheet 8.8: The legacy of Shogunate Japan

8.16 Review

8.16.1 Review

In this topic you have learned that Japan's shogunate period was a time of war and warriors. It was also an era of commercial activity and religious growth, especially with the expansion of Buddhism. For the first time, common people started to significantly influence Japanese culture, and they enjoyed poetry, theatre and tea ceremonies. From a country of scattered villages and warring samurai clans, Japan developed into a nation with large castle towns and a strong central government.

KEY TERMS

archipelago a group of islands

artisan a skilled worker who produces handmade items

beri-beri a disease caused by a lack of vitamin B

biwa a four-stringed Japanese musical instrument

brocade a rich silk fabric with a raised pattern

bushido the way of the warrior; the rules that prescribed correct behaviour for all samurai

calligraphy the art of beautiful handwriting

centralised control of a country from one central location

chonin the common townspeople during the Edo period

civil war a war between two competing groups within one country

clan a large group of closely related people

conscript a person ordered by the government to do compulsory military duty

daimyo a feudal lord of Japan during the Classical and shogunate periods

deliberative having the power to make decisions

diet the name given to a law-making assembly in some countries

domain the territory ruled by a daimyo, including the farming and fishing villages within it
Edo the name for the city of Tokyo until 1868
flintlock an old-fashioned type of gun fired by a spark from a flint
glaze a substance fused onto pottery to give it a glass-like appearance
hostage a person kept for security
jujutsu a traditional Japanese system of physical training and unarmed combat
kabuki a colourful form of theatre combining play-acting, dance and music
kami spirit beings in the Shinto religion; a Japanese word applied to anything beautiful or extraordinary, such as a tree, mountain, stone or person
kana a writing system that represents Japanese syllables
kiln an oven used at high temperatures to heat and harden ceramic items
monochrome varying tones of a single colour, usually black and grey
musket a muzzle-loading gun with a long barrel
nirvana in Buddhism, the perfect state; free of suffering and desire
origami the art of folding paper into different shapes and designs
pagoda a sacred multi-storey tower used by the Buddhist religion to store relics or sacred texts
palanquin a sort of couch for transporting passengers, with long poles on each side so that servants could carry it on their shoulders
provinces the countryside outside the capital city
regent a person appointed to rule a country if a monarch is too young or ill to do so
ronin a wandering samurai who had no lord or master
sake a Japanese alcoholic drink made from fermented rice; sometimes known as rice wine
samurai the warrior class in Japan during the Classical and shogunate periods
satori sudden enlightenment
seal a tool engraved with a distinct mark and stamped on a product to identify its maker
seismic relating to earthquakes
seppuku a form of ritual suicide, carried out by disembowelling oneself (cutting open the abdomen) with a sword
shaman a person who claims to communicate with evil spirits through mystic rituals
Shinto an ancient Japanese religion that believes in nature spirits and ancestor worship
shogun literally 'barbarian-conquering great general'; the Japanese emperor's chief military adviser and hereditary commander-in-chief, with the duty to protect Japan from foreign invasion
shoji a sliding screen that is used to separate rooms
symmetry an even and balanced pattern of identical parts
tariff a tax on goods imported from a foreign country
tatami a thick, rush-covered straw mat with coloured cloth edges
tea ceremony an ancient Japanese ritual of serving and drinking tea
torii a high gate with two side pillars and two flat top rails
treaty a formal agreement between two or more nations
tributary state a state that gives payment to another state or ruler
tuberculosis a serious and infectious disease that affects the lungs
typhoon name given to big tropical storms in the Pacific or Indian oceans
vassal a person who holds land for a lord, and in return pledges loyalty and service to him
washi handmade paper created from the bark or fibre of various shrubs, grasses or trees

8.16 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Multiple choice quiz 

Short answer quiz

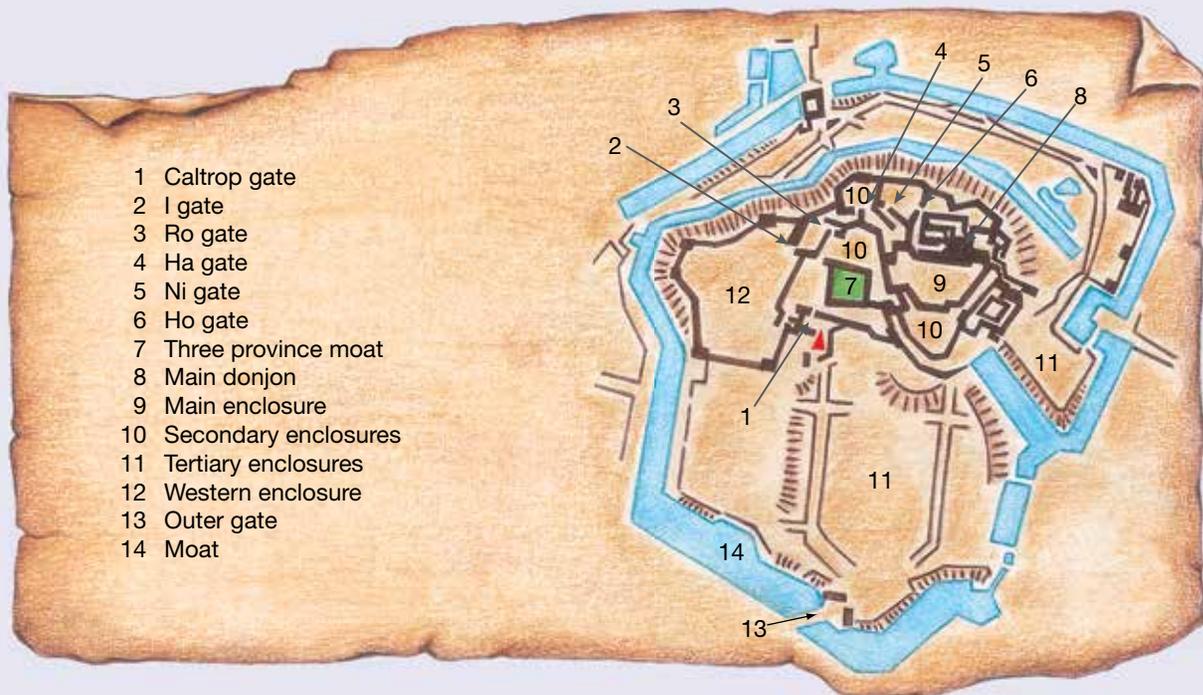
1. How did geography hinder the unity of Japan?
2. What is the name of Japan's native religion?
3. What was bushido?

4. Why were merchants regarded as a lower class in feudal society?
5. How did ninja avoid detection by enemies?
6. Why did the Mongols not succeed in invading Japan?
7. Who executed 26 Christians in Nagasaki?
8. What was the old name for Tokyo?
9. How did the Tokugawa shoguns isolate Japan from the rest of the world?
10. What happened in the Meiji Restoration?

Apply your understanding

11. Working in small groups, examine the map of Himeji Castle shown in **Source 1**. Use the internet or your library to find the meaning of 'donjon', 'moat' and 'caltrop gate'. Write the definitions in your workbooks.
12. Refer to the key numbers on the map in **Source 1** and write a list of the problems that enemies would face if they tried to attack Himeji Castle.
13. Use the internet and your library to explore Himeji Castle through photographs. Add to your list created in activity 12 any additional obstacles invaders might come across.
14. Imagine you were a samurai with the job of protecting the castle in **Source 1**. Which of your weapons would be most effective in driving back an enemy attack? Why?

SOURCE 1 A map of Himeji Castle



15. Enemies sometimes put a castle under siege until the people inside the walls surrendered:
 - (a) Research the definition of 'siege' and write it in your workbook.
 - (b) Discuss what supplies a castle would need to survive a siege.
 - (c) Why might daimyo and samurai rather commit seppuku than be taken prisoner?
16. Examine **Source 2**.
 - (a) Identify four different activities happening in the picture.
 - (b) What differences in clothing can you see in the picture? Describe what both men and women are wearing.
 - (c) How might this harbour area be lit at night?
 - (d) What materials might have been used to construct the building shown in the illustration?
 - (e) What evidence is there that transport was mostly dependent on manpower?

SOURCE 2 A view of anchored boats in a harbour in Edo by Hiroshige Utagawa, Japan 1797–1858



Harbour view of anchored boats 1832–34 from Views of Edo (Edo Meisho)
Colour woodblock, sheet 23.6 × 36 cm
National Gallery of Australia, Canberra.
Gift in memory of Lady (Louise) Walker

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Go online to access additional end of topic resources such as interactivities and printable worksheets.

🔗 **Try out these interactivities:** Japan under the shoguns timeline (int-2950)

Japan under the shoguns word search (int-4068)

📄 **Complete these digital docs:** Worksheet 8.9: Word search

Worksheet 8.10: Summing up

Worksheet 8.11: Reflection

Back to the big questions

At the beginning of this topic several big questions were posed. Use the knowledge you have gained to answer these questions.

1. How did the rulers of shogunate Japan gain and maintain their political power?
2. Why was there a strict division of social classes?
3. How did religious beliefs influence people's daily lives?
4. To what extent did literature and art reflect the values of Japanese society?
5. What political and social changes occurred in Japan after the shogunate period ended?

TOPIC 9

Polynesian expansion across the Pacific (c. 700–1756)

9.1 Overview

Numerous **videos** and **interactivities** are embedded just where you need them, at the point of learning, in your learnON title at www.jacplus.com.au. They will help you to learn the content and concepts covered in this topic.

9.1.1 Links with our times

For many people around the world, one of the most recognisable images from New Zealand is its famous national rugby union team, the All Blacks. As a sporting team they are almost without rival, and their famous haka is an essential feature of their pre-match routine.

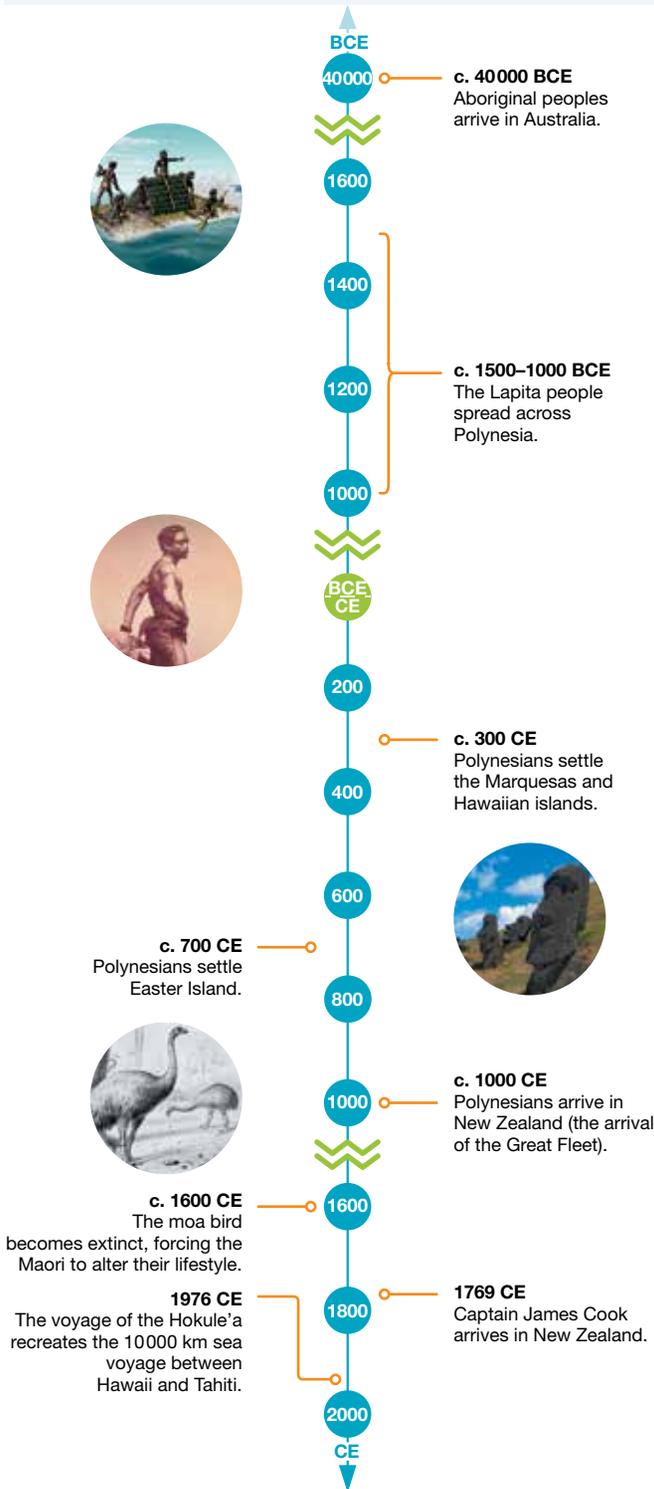
The haka is a traditional Maori dance from New Zealand. Although its use by the All Blacks makes it seem to be purely a war dance, this is not the case. Different haka are performed for various occasions — as a welcome, a celebration, or just for entertainment. Some haka are performed by women, while others are even performed by children.

In this topic you will learn about Polynesia. This is a vast geographical region that encompasses thousands of islands in the Pacific Ocean, including New Zealand, and many different cultures such as Maori. You will have the opportunity to use a wide range of sources to learn about the incredible achievements of Polynesian expansion and the complexity of Maori history and culture.

SOURCE 1 The New Zealand All Blacks rugby team perform the haka before a match. This is a type of traditional Maori dance that has been performed for hundreds of years.



SOURCE 2 A timeline of the Polynesian expansion across the Pacific



SOURCE 3 An illustration of a haka from the mid-nineteenth century



Big questions

As you work through this topic, look for information that will help you to answer these questions:

1. What role did the environment play in the development of Maori society?
2. How did beliefs and values influence traditional Maori society?
3. How important were laws and social structure in traditional Maori society?
4. How can historical sources help us to better understand the Polynesian expansion?

Starter questions

1. What are three facts you already know about New Zealand?
2. Can you name any early settlers or explorers of New Zealand?
3. What drives humans to continually explore new lands and regions?

9.2 How do we know about Polynesian expansion?

9.2.1 Before written records

The ancient Polynesian people travelled great distances to settle thousands of islands in the Pacific Ocean. One of the last areas to be settled was New Zealand. Polynesians arrived there about 1000 CE and, within a few hundred years, had developed a unique language, society and culture.

There are many sources that can tell us about the people of the Pacific. Some of the evidence is from myths and legends. Other sources include artefacts such as wood carvings, jewellery, tools and pieces of pottery. Even their language, beliefs and tattoos remain as evidence of their identity and culture.

Much of the early history of the first voyagers in the Polynesian region is incomplete. At that time, no written records were kept and so archaeological research plays a vital role in revealing this part of history. Through a variety of evidence that has survived throughout the centuries, historians develop theories about what happened hundreds, and even thousands, of years ago. As new evidence is found, these theories are either supported or will need to be re-examined.

The pottery left behind by the early people of Polynesia provides important information about their expansion across the Pacific. Archaeologists and historians believe that a group of people called the Lapita arrived in the Pacific region over 3000 years ago. The remains of their distinctive pottery provides a record of their movements eastward through the Solomon Islands and into the wider Pacific. One thousand years later, they set sail again, moving east across 3000 kilometres of open ocean. They settled the Marquesas, Tuamotus and Society islands. Between 300 and 800 CE they discovered Easter Island and Hawaii. The distances they travelled were immense — for example, the distance between their settlements in Tahiti and Hawaii is greater than between North America and Europe.

SOURCE 1 Pottery left behind by the Lapita people, with its distinctive markings, helps archaeologists and historians trace migration paths across Polynesia.



SOURCE 2 Carved wooden paddles from the Solomon Islands. The paddle on the right is thought to show a frigate bird in the sky. It is thought the frigate bird is a symbol of the spirits of the ancestors. Although the Solomon Islands are actually part of Melanesia, not Polynesia, these artefacts are important as they help historians understand where the original Polynesian settlers migrated from.



9.2.2 Perspectives

The European perspective

Written records, which appeared only in the last few hundred years, offer historians a very different perspective on Polynesian history. There are many written records and so there is a lot of information available. However, this also provides certain challenges for historians. Much of the written evidence of the Polynesian people was recorded by outsiders, usually Europeans, and so is written from their perspective. Professor John Waiko, a historian from Papua New Guinea, illustrates the problem with this in **Source 3**. Historians need to be careful when dealing with this type of written evidence.

SOURCE 3 Professor John Waiko's quote from his book *A history of Papua New Guinea and its neighbours* illustrates the problem of seeing history with a single perspective.

They [the Europeans] have emphasised the activities of the foreigners. During the colonial encounter the emphasis was on the colonisers rather than the colonised. Their documents portray the roles of the colonisers rather than the roles of the indigenous people.

Changing history

In recent years there has been a renewed focus on the history of the Polynesian people as seen through Polynesian eyes. This important work is done by the descendants of the very people who first settled the region centuries ago. But, as is the case with all oral histories, it is important to act quickly. When a person dies without the opportunity to record their story, their knowledge and unique perspective on their indigenous history is lost.

9.2 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. What was one of the last areas in which the Polynesian people settled?
2. When did the ancient Polynesian people settle New Zealand?
3. Most of the information historians have gained about the early history of the Polynesian people is from written records. True or false?
4. Much of the written evidence of the Polynesian people was recorded by _____.
5. In recent years, there has been a renewed focus on the history of the Polynesian people. How has this history been obtained?

Apply your understanding

6. Explain what is meant by the term 'perspective' when referring to history.
7. Why is the recording of oral histories such urgent work?
8. How do the remains of Lapita pottery help archaeologists trace Polynesian migration across the Pacific?
9. Explain how the artefacts in **Source 2** provide archaeologists with evidence of the Polynesian migration across the Pacific.
10. Describe how the written evidence discussed in **Source 3** is a 'one-dimensional' view of history.
11. Using the text and sources in this subtopic outline how the study of Polynesian history and the use of evidence have changed over time.

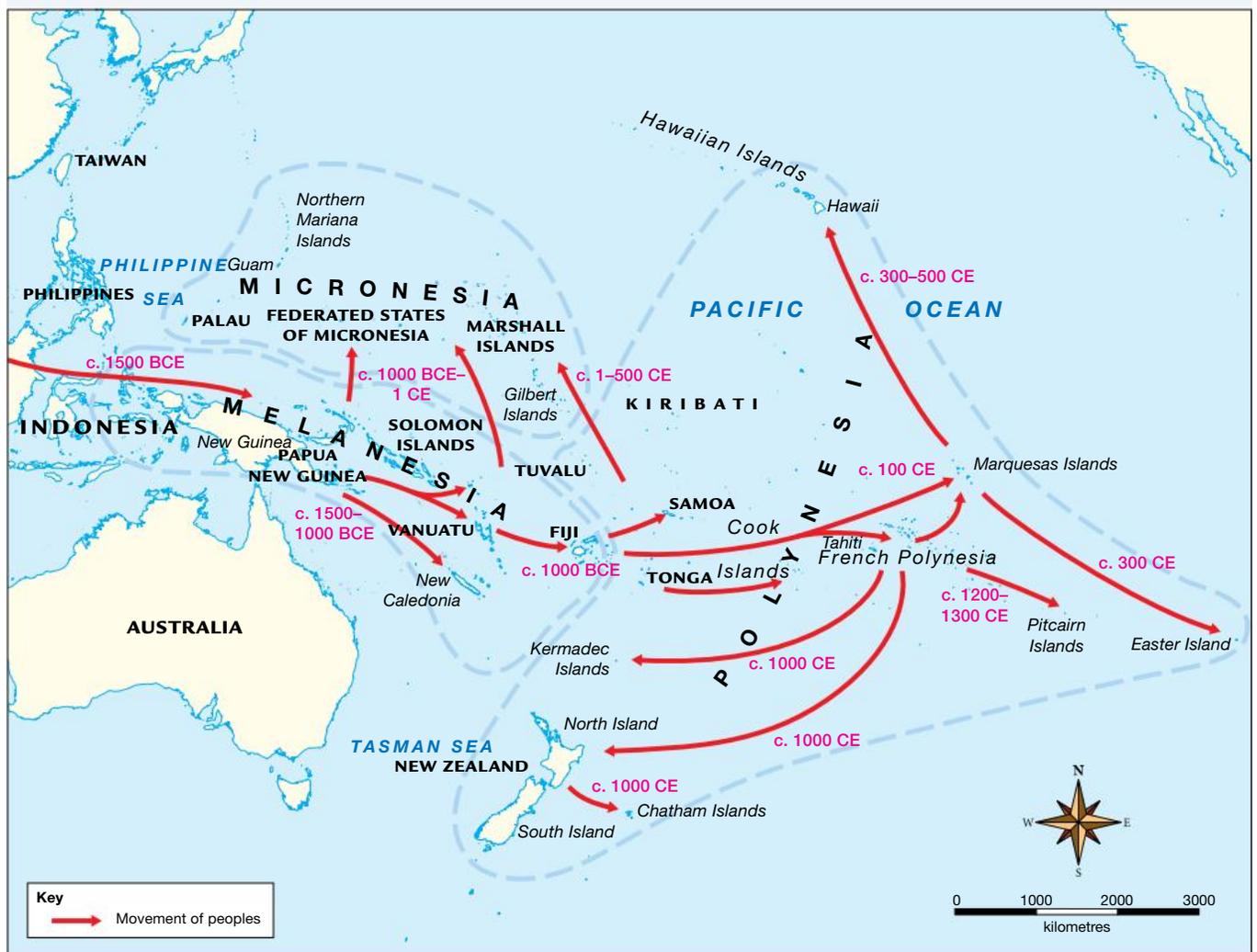
9.3 Exploring the Pacific

9.3.1 The Polynesian explorers

More than one million years ago the ancient people *Homo erectus* stood on the shores of Asia and gazed upon the Pacific Ocean. By 75 000 BCE, *Homo sapiens* had made their way from Africa to Asia and were beginning the long migration from Asia across the Pacific. Their journey was completed when Polynesian navigators found and settled the islands of New Zealand about 1000 CE.

Polynesia refers to the Pacific Ocean region bordered by Hawaii in the north, Easter Island in the east and New Zealand in the south. Archaeological evidence suggests the discovery and settlement of the islands within this vast area was planned, and not the accidental result of sailors becoming lost and blown off course. The Pacific explorers were clearly well prepared for long sea journeys because they transported plants such as **taro**, **yam**, **gourd** and **kumara**, and animals such as rats and dogs. They developed new technology for long-range ocean voyaging and a sophisticated system of navigation. The region of this last frontier of exploration is known as Remote Oceania.

SOURCE 1 A map of the Pacific Ocean showing migration and settlement in the Pacific islands. The people of the Pacific islands belong to three main cultural groups — Melanesia (meaning black islands), Micronesia (small islands) and Polynesia (many islands).



Source: Map drawn by Spatial Vision.

SOURCE 2 Double-hulled canoes like this one carried the Polynesian people across the Pacific Ocean. This artwork was created in the twentieth century.



9.3.2 A great undertaking

The settlement of the remote islands of the vast Pacific Ocean is one of the greatest stories of exploration in world history because the Pacific islands were the most difficult places for humans to reach. The Pacific Ocean covers one-third of the Earth's surface and is larger than the Atlantic and Indian oceans combined. The Pacific could contain the total landmass of the Earth and still leave enough room for another continent the size of Asia.

Exploration of the Pacific first occurred on simple boats, or dugout canoes, that brought people across the ocean passages between South-East Asia and New Guinea, Vanuatu and the small surrounding island groups. The Pacific explorers travelled in sail-powered canoes designed with unique features such as a twin hull for maximum storage over very long distances (see **Sources 2** and **3**). These explorers developed an extensive knowledge of stars, weather patterns and ocean currents. They closely observed the animals and birds of the Pacific, following their paths of migration and watching for the tiny clues that pointed them towards land.

As they navigated across the vast distances, they discovered more than 20 000 islands. Most are tiny coral reefs, or the tips of high volcanic peaks jutting out of the ocean depths. These remote islands are separated by hundreds of kilometres of open sea. The navigation of these vast ocean distances remains one of the greatest achievements in human history.

SOURCE 3 The Hokule'a under sail from Hawaii in 1976



DID YOU KNOW?

In 1976 a group of modern Polynesian seafarers recreated the past when they embarked on the 10 000-kilometre sea voyage between Hawaii and Tahiti aboard a reconstruction of a thousand-year-old Polynesian double-hulled canoe named the Hokule'a. Covering a distance greater than that between Europe and North America, this event supported the theory that the epic voyages across the Pacific were intentional and marked the high point in seafaring achievements of the ancient world.

9.3 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. How does an event such as the voyage of the Hokule'a in 1976 provide important evidence for historians studying Polynesian expansion?
2. Refer to the map in **Source 1** and name three countries from Melanesia, Micronesia, and Polynesia.
3. The scene in **Source 2** illustrates the Raiatea islanders sailing their canoes from Raiatea in French Polynesia to New Zealand. Referring to this information, use **Source 1** to map out a possible route for this journey.

Apply your understanding

4. Using **Source 1** or an atlas, calculate the distance from Hawaii to Tahiti. Then find a location that is the same distance from your home town or city. Does this help to illustrate the distances covered by the Polynesian voyagers?
5. Each of the Pacific island nations has an interesting history. In pairs, carry out research in your library or on the internet into the original human settlement and cultural traditions of one Polynesian nation of your choice. Present your information as part of an annotated wall map of the Pacific in your classroom.
6. Use your library and the internet to find out more about the voyage of the Hokule'a, shown in **Source 3**, including what supplies were taken and what traditional navigation techniques were used.

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Complete this digital doc: Worksheet 9.1: Great undertaking



Explore more with this weblink: Pathfinders of the Pacific



Deepen and check your understanding of the topic with the following resources and auto-marked questions:

- Polynesian expansion

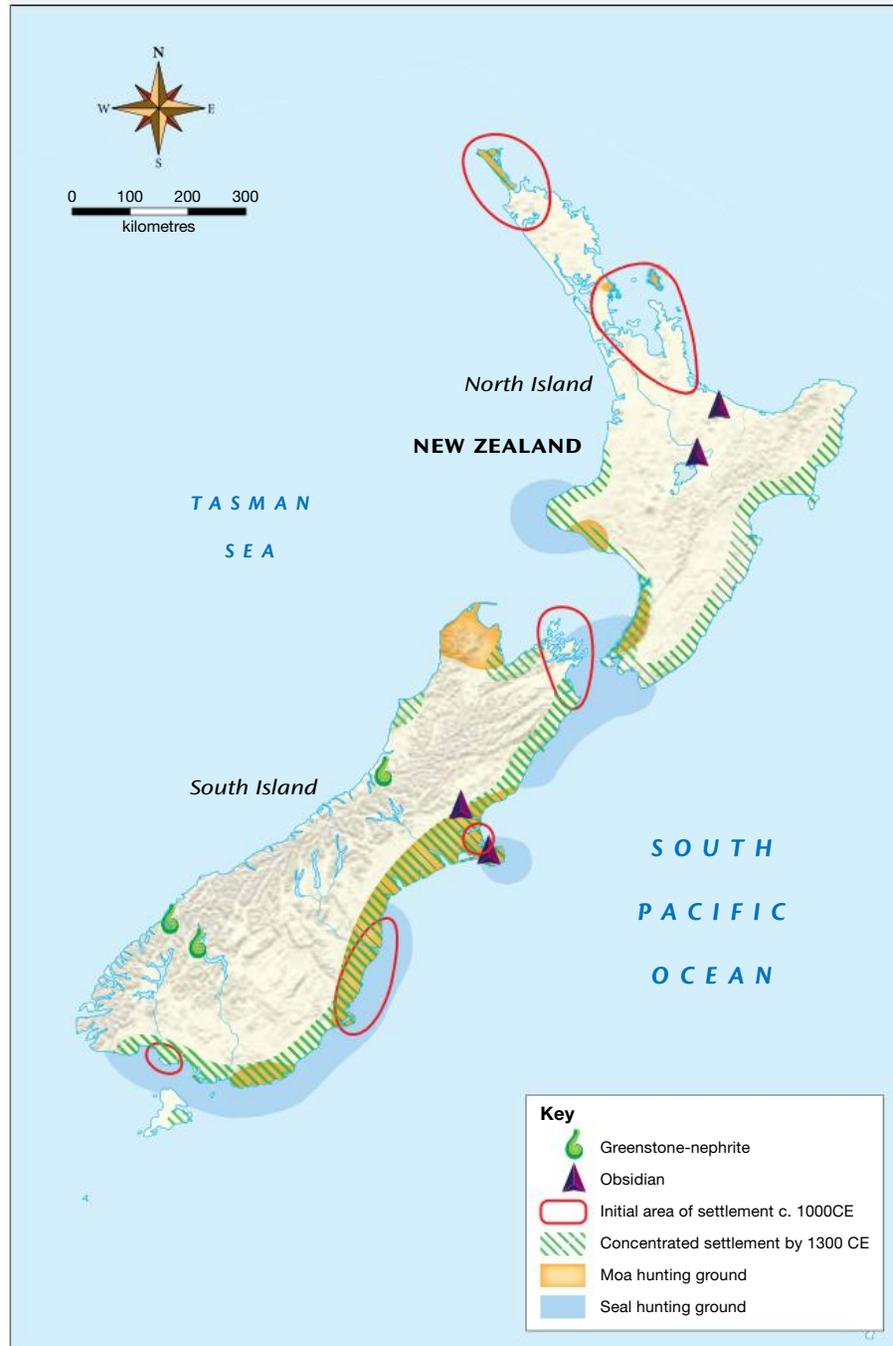


9.4 Discovery of the land of the long white cloud

9.4.1 How, why and when?

Historians are not certain when and why the human settlement of New Zealand began. Archaeological evidence suggests that sometime between 800 and 1130 CE, a small group of Polynesian people, perhaps even a single family, sailed from the Cook Islands to the coast of New Zealand.

SOURCE 1 A map of New Zealand showing the areas of Maori settlement, hunting grounds of the moa and deposits of greenstone and obsidian. All of these aspects of the land would play an important role in the development of the Maori culture.



How?

The Pacific Ocean is vast. It covers a distance of half the circumference of the Earth, so there is no doubt that those people who explored the Polynesian region were excellent seafarers. Charts made from sticks and shells showed islands and sea currents and were passed down from generation to generation. Knowledge of the stars and other natural signs, such as the flight patterns of birds and the shape of clouds, also helped guide the voyagers across the seas.

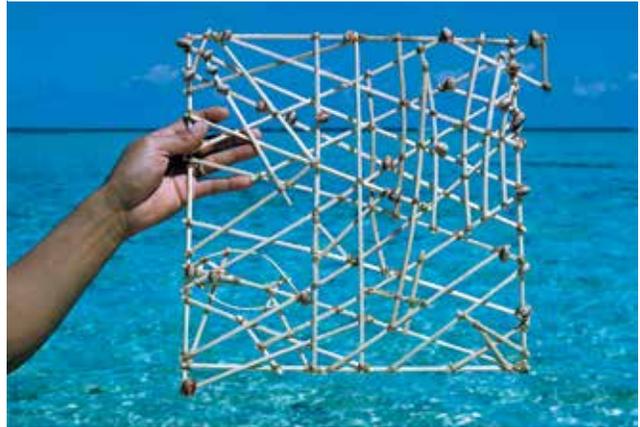
Why?

There is not enough evidence to give a definite answer to the question of why the first settlers came to New Zealand. Some theories are:

- a planned short voyage of exploration was blown off course
- an escape from war or disease
- a search for land and resources because of island overpopulation
- a spirit of adventure developed through sophisticated skills of navigation.

Although none of these has been definitively proven, most historians agree that the voyage to New Zealand was intentional and carried out by careful planning and skilful exploration. In support of that theory, it is argued that a raft or canoe blown off course would not have had enough people or supplies to establish a long-term settlement.

SOURCE 2 Charts made from sticks and shells, like this one, helped the early seafarers navigate the vast distances between the islands of Polynesia. The chart shows ocean currents and islands and was a valuable tool in the absence of compasses and modern navigational instruments.



When?

Archaeological evidence indicates that the western Pacific region, including South-East Asia, New Guinea and Australia, was settled long before the islands of New Zealand. Aboriginal Australians arrived in Australia at least 40000 years ago and the Polynesian islands were settled more than 3000 years ago. In contrast, New Zealand was first settled only about one thousand years ago.

9.4.2 The Maori

The first people of New Zealand are known as the Maori, meaning ‘original people’. By the time of Captain Cook’s arrival in 1769, the Maori population of New Zealand is believed to have been approximately

SOURCE 3 Kenneth Watkins’ painting *the Legend of the Voyage to New Zealand* provides a romantic early twentieth century European view of Kupe’s great discovery of Aotearoa. Both the archaeological evidence and the legend date the Polynesian seafarers’ landing in the tenth century CE.



150 000. The Maori named their land *Aotearoa*, meaning ‘the land of the long white cloud’. Maori legend claimed the first explorer to reach Aotearoa was the navigator Kupe. He was accompanied by his wife, who called out *he ao*, meaning ‘cloud’, when she first sighted the North Island. It is said Kupe used the stars to guide him across the Pacific to find the long white cloud of New Zealand.

The Great Fleet and the Maori ancestors

According to Maori legend the voyages of seven *waka*, or canoes, brought Polynesian people from the land of Hawaiki in search of a new home. In Polynesian mythology Tahiti is known as Hawaiki, and the seven canoes are known as the Great Fleet. The canoes are believed to identify the ancestors of the Maori *iwi*, or tribes:

- Tokomaru
- Tainui
- Te Arawa
- Aotea
- Takitimu
- Mataatua
- Kurahaupo.

The history of every Maori family, the *whakapapa*, maintains the connection with their ancestors’ *waka*.

SOURCE 4 Ngawaka E Whitu (The Seven Waka).

This early twentieth century song (translated into English) portrays the Maori legend of the arrival of the seven *waka*.

Seven *waka* landed here
Paddle, paddle on
Tainui, Te Arawa, Mataatua
Paddle, paddle on
Tokomaru, Takitimu, Kurahaupo, Aotea ra,
These *waka* were paddled here
By our ancestors

9.4.3 Maori development in Aotearoa

From the Polynesian arrival in Aotearoa to the modern day, historians divide the history of the Maori into four periods.

Nga kakano

The East Polynesian or Archaic period, also referred to as *Nga kakano*, meaning ‘the seeds’, spanned from about 800 to 1200 CE. This is the time of the first Polynesian settlers and their immediate descendants. The people of this period are also known as the Mōa hunters. It was a time of discovery and adaptation to the new land. The farming way of life did not immediately develop in New Zealand because the Mōa hunters survived well on a hunter-gatherer lifestyle.

Te tipunga

The *Te tipunga* period, meaning ‘the growth’, began on the North Island during the thirteenth century and had spread across New Zealand by the sixteenth century. It was the era of expansion when the Maori discovered and settled the more remote areas of their land and began developing their unique cultural traditions, beliefs and art.

Te puawaitanga

The Classical Maori period dated from the sixteenth to the nineteenth century. During this time, the earliest European explorers and settlers of New Zealand recorded the features of Maori classical society and culture. This period is known as *Te puawaitanga*, or ‘the flowering’, because it is regarded as the time when the most beautiful Maori art was created.

Te huringa

The final period from the nineteenth century to the present is known as *Te huringa*, or the ‘turning point’, because it is the time of increased Maori contact with Europeans and the introduction of the modern world into Maori culture.

SOURCE 5 Many paintings of early European arrivals to Polynesia, such as *View of Huaheine* by John Cleveley the Younger, c. 1788, show a very romantic view of those early encounters.



9.4 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Using the information in this subtopic, create a timeline reflecting the four periods of Maori history. Label each period with its key features, including the arrival of Captain Cook in New Zealand.
2. Why are historians unable to give a definite answer as to why humans first settled in New Zealand?
3. Why is it considered unlikely that the first voyages to New Zealand were accidental?
4. In your own words, explain how New Zealand came to be known as the 'land of the long white cloud'.

Apply your understanding

5. What does **Source 2** suggest about the navigation and seafaring skills of the early Polynesians?
6. There is an aspect of the song in **Source 4** that historians considered inaccurate. Compare it with **Sources 2** and **3** in subtopic 9.2 and explain what it is. (*Hint:* Think about how the canoes were powered.)
7. Examine **Source 5**. Decide which period of Maori history it is depicting — Nga kakano, Te tipunga, or Te puawaitanga.

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 Complete this digital doc: Worksheet 9.2: Great fleet

9.5 Maori society – an overview

9.5.1 Maori society

Traditional Polynesian society developed complex rules that determined the relationships between people. Societies were organised according to **kinship**, tribal groups and clans. Warfare and trade were also vital aspects of Polynesian society. Both helped maintain the power and authority of tribes and their leaders. All of these elements were also part of Maori society.

Structure

A person's status or importance in society was of great significance to all Polynesian cultures. **Anthropologists** describe the structure of the Polynesian societies as being hierarchical, meaning a structure in which different groups of people have a particular rank or position of importance. A man's rank or importance within the *iwi*, or tribe, determined how much political power he could have.

Maori society had a clear hierarchy:

- The *ariki*, or supreme chief, gained his position through birth and exceptional personal qualities including
 - *tapu* (sacred wisdom)
 - *mana* (authority)
 - *ihi* (excellence)
 - *wehi* (power inherited from the gods and the ancestors).
- The *rangatira*, or chief, inherited the position from his father. He made all the major decisions in the *iwi*. He was highly respected and held a place of great privilege. The *rangatira* led all major religious ceremonies and wore a whale ivory pendant as a mark of his position. He also carried a ceremonial *patu* or club.
- The *kaumatua*, or elders, appointed by the tribe because they possessed the wisdom to educate the young and guide the *iwi*. In early Maori society the *kaumatua* were believed to be the spirits of wise people who had been born again. The *kuia*, or elder women, held a position of particular respect and responsibility in guiding the rearing of the *iwi*'s children.
- The *tohunga*, or priest, held the knowledge of clan history and ancestry running back over hundreds of years. The *tohunga* understood **genealogy**, history, astronomy, religious rituals and prayers, and how to heal the sick and farewell the dead. Special kinds of *tohunga* developed unique skills in areas such as carving, canoe building or tattooing.
- The *tutua*, or commoners, were all the members of an *iwi* claiming descent from the ancestors arriving with the Great Fleet.
- The *taurekareka* or *mokai*, slaves, were at the bottom of Maori society. They were war captives or born into slavery. The *taurekareka* did all of the *iwi*'s hard physical work such as preparing food, fetching water, gardening and paddling canoes. They had no privileges and could be sacrificed during ceremonies involving **cannibalism**.

SOURCE 1 A portrait of Chief Tamati Waka Nene painted by Gottfried Lindauer in 1890. This painting provides a great deal of information about Maori society.



Women in society

While leadership positions were primarily held by men, women had their own titles and a very important role to play in establishing alliances between different members of the family and other *iwis*. The first-born female of the most important families could be given the title of *ariki*. She would also have been shown the level of respect given to a queen in European society.

9.5.2 The community and village

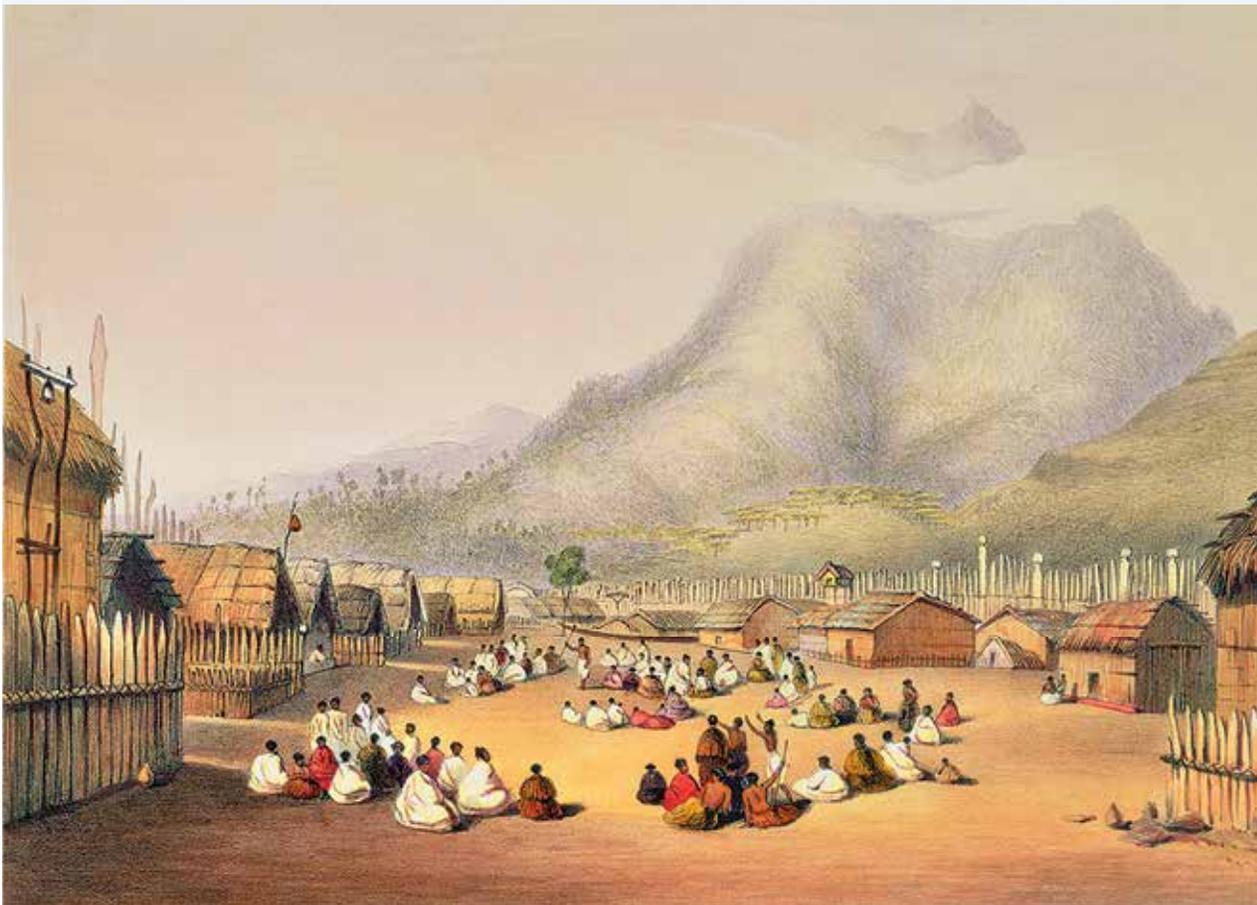
The general term to express the many groups and levels of traditional Maori society is *tangata whenua*, meaning the 'people of the land'.

The *whanau* was the family unit at the core of Maori society. The family and the other members of the *hapu*, or clan group, decided where individuals lived, who they married, who they were friends with and who they fought. Village communities ranged in size from just a few families to over five hundred people.

Land and most of the property was communally owned. Absolute ownership of land was not common. In fact different families or tribal groups could have different rights to the same piece of land. For example, one family might have the right to catch birds in the forest while another might be allowed to fish in the nearby water or grow crops in the same area.

On occasions when community meetings were held the people gathered in the open courtyard, called the *marae*, in front of the more formal meeting houses, known as the *whareniui*. The traditional Maori *pa*, or village, was designed around the *marae* because it was regarded as the spiritual centre of the village. It was on the *marae* that celebrations were held, the dead were mourned, guests were greeted and important matters were discussed.

SOURCE 2 *Tu Kaitote, the Pa of Te Whero Whero*, by George Angas. Painted c. 1845, this image shows a community meeting being held on the *marae*.



The pa were often built on ridges and locations that could be easily defended. Rivers and lakes were also often used to provide natural barriers against enemy attack. Defences were completed by trenches, earth ramparts and palisades built from large sharpened stakes that were lashed together for strength.

The Maori were very successful farmers. Agriculture led to the construction of larger and more permanent village settlements. Village life was organised around food gathering, growing and warfare.

9.5.3 Warfare, trade and tapu

Power in Polynesian societies could be inherited, but it could also be gained through war. From the earliest times, warfare and the position of the warrior was a very important part of Polynesian culture. The Polynesian rulers maintained their authority over their people by brutal punishment, ritual and battle.

The leaders of Tonga, Hawaii and the tribes of New Zealand were in command of highly trained and disciplined warriors who pledged and demonstrated their obedience through rituals and ceremony. Warfare could begin as revenge for insults or kidnapping, or it could consist of larger battles over land or resources. At times, Polynesian warfare could be large-scale invasions of groups of islands involving thousands of warriors.

SOURCE 3 The Maori war canoe was up to 40 metres long and could carry dozens of warriors. It was formed from a large hollowed-out tree trunk that was then intricately carved and decorated, as shown in this etching, c. 1773.



Every Polynesian island community has an oral history telling of fierce conflict over land or political power. In the Marquesas Islands, Tahiti and New Zealand, the constant tribal warfare made it impossible for a single ruling royal family to take control. There was no concept of nationhood. Sometimes large iwi groups would temporarily join together under the control of an ariki, the supreme chief, to conduct larger scale warfare, hunting parties or trade.

Some of the first Europeans in New Zealand in the early nineteenth century were impressed by the courage of the Maori, but also shocked by the violence and incidence of cannibalism. The rangatira (chief) of a defeated tribe could be eaten by the enemy as a symbol of their victory and the end of his mana (power). The heads of important fallen enemies were preserved by smoking and oiling.

SOURCE 4 The patu, shown below, was one of the hand-held weapons used by Maori warriors. Weapons were usually made from wood or bone, but the prized *mere* was like a club carved from the rare greenstone, found only on the west coast of the South Island. Weapons were sacred and were handed down through the generations.



SOURCE 5 Prior to charging the enemy, Maori warriors often performed a war dance (haka), both to prepare themselves mentally for the battle and to strike fear into the enemy.



DID YOU KNOW?

The shrunken head in **Source 6** was returned to New Zealand only in May 2011. It had been on display in a museum in France for over 100 years after being taken from New Zealand by European explorers. Shrunken heads were objects of fascination for some European explorers who collected and traded them. Since the 1980s, more than three hundred shrunken heads have been returned to New Zealand from several countries.

SOURCE 6 A computer image of a shrunken head. The traditional tattoo is clearly visible.



Trade

Despite the constant warfare a network of trade links developed between the Maori tribes. Trade was important because food sources and natural resources were not evenly spread across the islands. The greenstone, called nephrite, was a type of jade found only in three small regions of the South Island. The South Island tribes mined the rich greenstone deposits and then shipped the treasured stone by canoe to the coastal villages of the North Island. Greenstone was the most valuable trade item, desired both for beauty and hardness. It was used to make weapons and ornaments and was known to the craftsmen as *pounamu*. The stone was so important to Maori culture that the entire South Island was named *Te Wai Pounamu*, meaning ‘place of the greenstone’. According to Maori belief, the greenstone came from the Earth and was under the guardianship of the god Poutini.

Maori people also travelled and traded over long distances for the high quality **obsidian** from the Bay of Plenty, which they used to craft the blades of their knives. Food, such as mutton birds from the south, was regarded as a delicacy and so preserved and also traded widely.

Tapu

Maori life was guided by a sacred law known as *tapu*, meaning taboo. Those people who broke tapu were doomed to meet with misfortune, sickness or death. Tapu was enforced through religious belief, superstition and the power of the community *tohunga*, or spiritual leader. Only the *tohunga* could declare or release tapu. The gods, or *atua*, were the sources of tapu, and only through the protection given by the *atua* could humans be saved from evil. Objects that were declared tapu had to be given the highest respect. Forests and fishing grounds could be tapu during particular seasons of the year; burial grounds were tapu; and the possessions of a dead person were tapu until cleansed by a *tohunga*.

9.5 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Use an example from modern-day society to demonstrate your understanding of the term 'hierarchy'.
2. Was a man's rank within his tribe important in Polynesian society? Why or why not?
3. Draw a diagram illustrating the hierarchy of Maori society.
4. What role did warfare play in Polynesian societies?

Apply your understanding

5. Research the history of tapu and outline the ways it could be enforced by the *tohunga*.
6. Analyse **Source 1** and use it to describe some of the key features of Maori society outlined in the text.
7. How does the painting in **Source 2** portray the importance of community in traditional Maori villages?
8. Using evidence from **Sources 3–6**, as well as the text, suggest reasons why the Maori developed such a strong warrior culture.
9. Do you think the personal qualities of the *ariki* — wisdom, authority, excellence, and inherited power — have modern-day equivalents? Suggest a profession or position in which these characteristics are valued.

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Complete this digital doc: Worksheet 9.3: Who's who?



Explore more with this weblink: The wharenui

9.6 People and the environment

9.6.1 The geography of New Zealand

The small coral **atolls** and volcanic outcrops of the tropical Pacific islands provided the Polynesian people with the opportunity to farm and fish for their food. Most Polynesian communities continued to live more from the sea than from the land. But in settling New Zealand the Maori had to adapt to a new climate. They brought with them many of the plant and animal sources they needed to survive, but they also made use of the natural resources of the new land.

New Zealand was the final frontier for the Polynesian explorers and became the largest Polynesian island home. In fact, the two main islands of New Zealand are larger than all the other islands of Polynesia combined. New Zealand presented a very different climate and natural environment. This new land was large and cold. It had heavy forests full of huge trees covering thick beds of ferns that grew right down

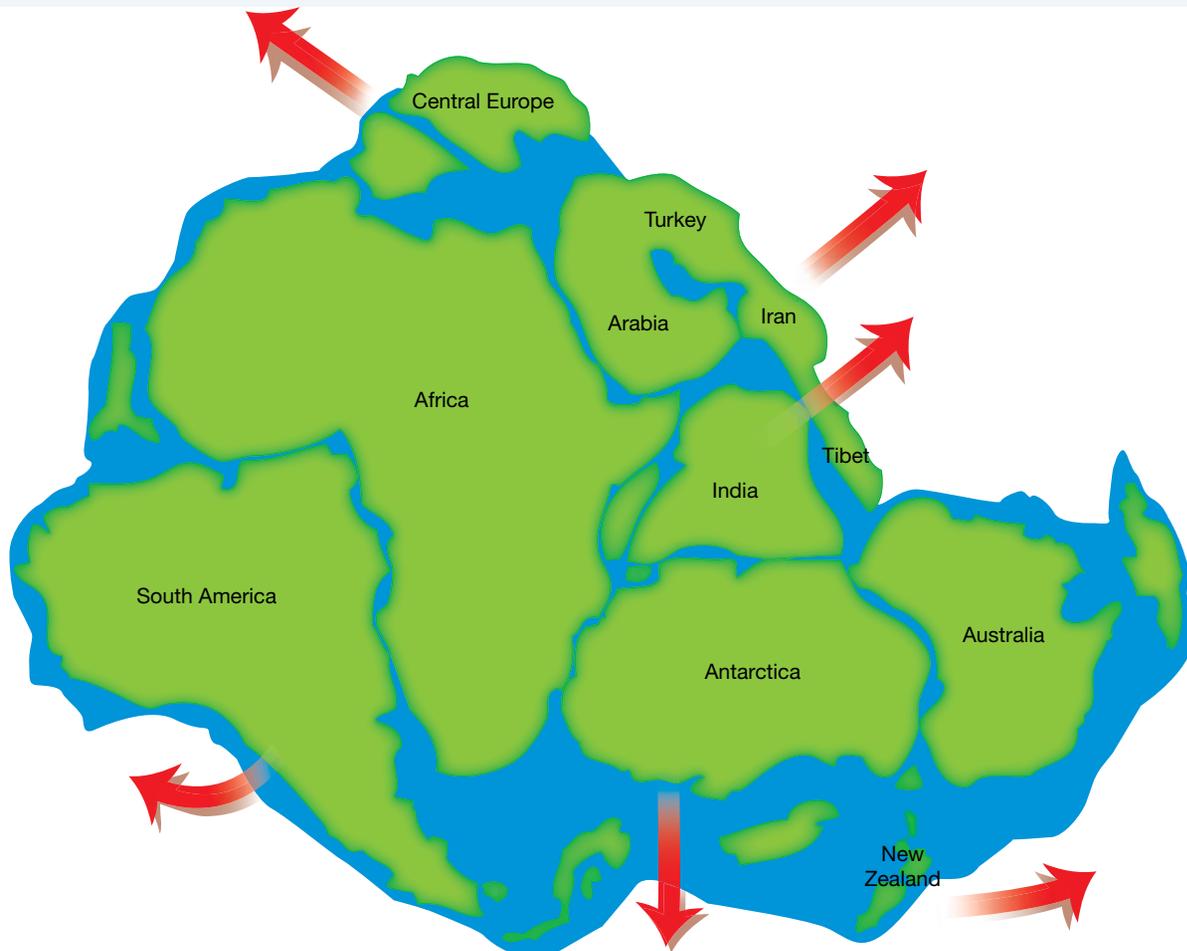
to the coastline. More than 500 million years of volcanic activity formed the great central mountain ranges, a strange and wonderful landscape covered in ice and snow. A string of volcanoes stretching from White Island in the Bay of Plenty to the heart of the North Island created **thermal** springs, **geysers** and hot mud pools (see **Source 1**).

New Zealand had been part of the great southern continent called Gondwana (formed when the original continent of Pangaea broke apart) millions of years before the arrival of the Polynesians. Gondwana also included Australia and Antarctica. Before the age of mammals began, the great landmasses drifted away from each other and became separated by vast seas. The seas around New Zealand became rough and were swept by powerful ocean currents.

SOURCE 1 Hot mud pools are evidence of geothermal activity. This image was taken near Rotorua, a city on the North Island.



SOURCE 2 The supercontinent Pangaea broke up millions of years ago. It formed the two smaller supercontinents of Laurasia and Gondwana, which then broke up further to begin resembling today's continents. This diagram shows Gondwana.



9.6.2 Flora and fauna

The only mammals in New Zealand before human settlement were the seals living along the rugged coastline, the migrating whales and two species of bats that had probably originally come from Australia. Some trees and plants were similar to Australia, but 80 million years of isolation created the real treasure of the islands — the 15 000 types of plants found nowhere else in the world. Some examples include:

- *ponga* or silver fern, which was found throughout the areas of sub-tropical bush landscape
- beech trees and *podocarp* trees such as the *kauri* with huge trunks measuring over 15 metres in diameter and 30 metres in height
- flax plant with very tough stems found in the wetlands across the islands
- *pohutukawa* evergreen coastal trees, which flowers with bright crimson flowers in December.

One of the oldest surviving orders of reptiles in New Zealand is the *tuatara*, which has existed for over 200 million years from the age of the dinosaurs. The tuatara is an ancient reptile resembling most lizards. It is greenish brown in colour with two rows of teeth on the upper jaw and one row along the bottom. The skeleton of the tuatara shows an evolutionary origin from a creature resembling a fish.

The early Polynesian settlers hunted the *moa*, a flightless bird native to New Zealand. It ranged from the size of a chicken to about 3.7 metres in height, and could weigh up to 200 kilograms. However, the moa was easy prey and was gradually hunted to extinction because it provided an excellent source of food during the early years of Polynesian settlement.

Another remarkable flightless bird is the *takahe*, resembling a large prehistoric purple chicken. The takahe is a gentle and inquisitive creature with small wings, strong legs and a massive red bill. The takahe was thought to be extinct by the end of the nineteenth century due to over-hunting, loss of habitat and introduced predators such as the cat and dog. However, a long search in 1948 led to the rediscovery of some breeding pairs deep in the wilds of the Murchison Mountains.

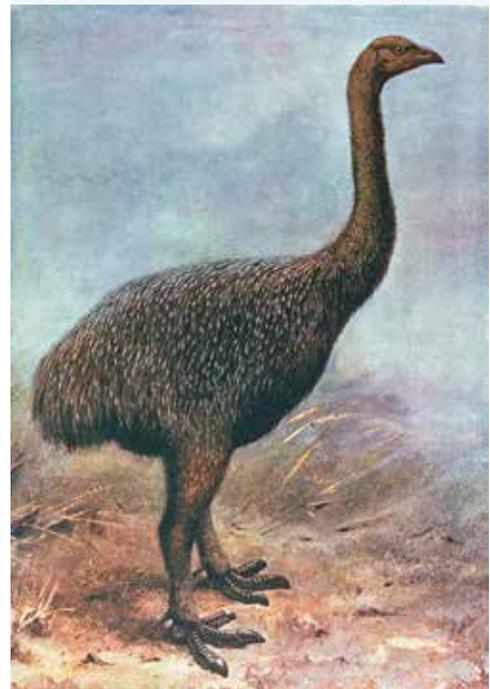
The iconic New Zealand silver fern



View from Auckland, with native flax plant in the foreground



SOURCE 3 There were different species of moa, some ranging from the size of a chicken to others that were more than three metres tall. This image was published in 1907.



SOURCE 4 The takahe, once thought extinct, was rediscovered in 1948 in New Zealand’s Murchison Mountains.



DID YOU KNOW?

There are many examples of flightless birds around the world, including the emu, cassowary, kiwi and penguin, but the moa was unique — it had no wings. All other birds have some form of wing, even if it is a small stub of ‘evolutionary leftovers’. But the moa simply had no appendages at all where wings would normally be.

9.6.3 Living with a new land

At first, the Maori continued to live according to their ancient Polynesian customs and traditions, despite the changed climate and landscape. The Great Fleet had brought both people and food plants such as taro, yam, gourd and kumara to New Zealand. The first settlers also transported from Polynesia the *kiore*, which was a species of rat, and a dog called the *kuri*.

Settlements spread along the coastal regions of both islands and the Maori began to adapt. The introduced tropical plants were cultivated in the North Island, and the Maori learned to hunt and fish in their new land. The roots of the native fern and the New Zealand cabbage tree were eaten, and fibre from the native flax plant was used to make cloth to replace the bark cloth, called *tapa*, produced in the other Polynesian societies.

Rahui and the extinction of the moa

Rahui is a form of tapu (sacred law — see subtopic 9.5) that the Maori used to limit resource use. For example, rahui could be imposed over an area to prevent the gathering of food while the land recovered. It helped to conserve limited food supplies and other natural resources. All Maori tribes accepted the principles of rahui.

Unfortunately, rahui came too late for the moa. Although the young birds were an important food source of the Haast's eagle, the adult birds lacked any natural predators prior to human settlement. The moa became an abundant and important food source, with both the meat of the bird as well as its large eggs providing a lifeline for the Maori. The bones of the bird were used to make ornaments and fishhooks, and even the shells of the giant eggs were used to carry water. The meat of the moa could be preserved and became a valuable trading good.

Archaeologists believe the moa was hunted to extinction by the fifteenth century. As a result, the Haast's eagle also disappeared into history. As you will see later in this topic, this had a huge impact on the Maori people.

9.6 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

- Match the correct names with their description.

Term	Definition
Gondwana	Flightless bird that is now extinct
Ponga	Flightless bird thought to be extinct in New Zealand until its rediscovery in 1948
Kauri	Ancient southern supercontinent that included Australia, New Zealand and Antarctica
Flax	Plant with tough stems found in the wetlands
Moa	Huge native tree of New Zealand growing to 15 metres in diameter
Tuatara	Reptile related to dinosaurs with the appearance of a lizard
Takahe	Silver fern

- Explain the meaning of rahui in your own words.
- What features of the takahe made it particularly vulnerable and caused it to nearly become extinct?
- What were the only land-based mammals in New Zealand prior to human settlement?
- What mammals did the first settlers introduce to New Zealand?
- What made the flora and fauna of New Zealand unique?

Apply your understanding

- Conduct some research into the extinct dodo bird that lived on the island of Mauritius. Identify similarities and differences in the circumstances of the extinction of the dodo and the moa.
- Identify the natural resources mentioned in this subtopic. Explain which were used sustainably and which were not used sustainably. Justify your choices.
- There is evidence of other Polynesian societies using environmental resources unsustainably. Using the internet and your library, research current theories about the exploitation of Easter Island's palm trees by the Rapa Nui people. What similarities and differences are there between the way Maori and Rapa Nui societies used environmental resources?
- Look at **Source 2** and suggest how New Zealand's position in Gondwana supported the evolution of unique species.
- Referring to **Sources 3** and **4**, outline how the Maori people adapted to their new environment after arriving in New Zealand.
- Is **Source 3** a primary or a secondary source? Explain your answer.

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Complete this digital doc: Worksheet 9.4: Living with a new land

9.7 SkillBuilder: Making your own notes from sources

9.7.1 What are notes?

At the heart of any successful study of history is the ability to make effective notes. By learning this skill, you get the most out of your classes and readings. You are also more prepared for assessment as notes form the basis of revision and essay construction.

Effective notes are more than just a transcript of what has been said in class, or a direct copying of information from a textbook. Notes are a concise and comprehensive account of a topic or source. They summarise key information and clarify particular points in your own words. They also ensure that you are obtaining only the important information from a source.

Why is note-making important?

As you study a history topic, you will notice that there is a great deal of information that you are required to know. Sometimes the amount of information can seem overwhelming, but being able to make useful notes will make remembering and understanding that information easier. This is because you identify only the important information without trying to remember everything.

Effective notes are not only used 'later on' when preparing for a test or essay — they are an excellent way to learn. You will find that by making notes you are helping the key information 'travel from your pen to your mind'.

SOURCE 1 A modern artist's impression of a Hasst's eagle attacking young moa'



9.7.2 How to make your own notes from sources

There are countless ways to make notes from sources and it is very much a personal matter. It is likely that you will develop a way that works best for you. It might be different from the way other people like to make notes. That's okay — if it works for you then it is right for you.

Summarising the key ideas from a source into dot points is a good way to start, so here are some guidelines that you should keep in mind when making notes from sources.

Step 1

Read through the source at least once without a pen in your hand. Do not make any markings or highlight anything. This will help you get an overall idea of the source before you worry about the details.

Step 2

After you have a general understanding of the source, go back and underline or highlight what you consider to be the key words and phrases (shown in blue in **Source 2**). If you see words that are unfamiliar to you, you should make note of these in a different colour (shown in green in **Source 2**).

SOURCE 2 Taking notes on the rahui and the extinction of the moa

Rahui is a form of tapu that the Maori used to limit resource use. For example, rahui could be imposed over an area to prevent the gathering of food while the land recovered. It helped to conserve limited food supplies and other natural resources. All Maori tribes accepted the principles of rahui.

Unfortunately, rahui came too late for the moa. Although the young birds were an important food source of the Haast's eagle, the adult moa lacked any natural predators prior to human settlement. The moa became an abundant and important food source, with both the meat of the bird as well as its large eggs providing a lifeline for the Maori. The bones of the bird were used to make ornaments and fishhooks, and even the shells of the giant eggs were used to carry water. The meat of the moa could be preserved and became a valuable trading good.

Archaeologists believe the moa was hunted to extinction by the fifteenth century. As a result, the Haast's eagle also disappeared into history. As you will see later in this topic, this had a huge impact on the Maori people.

Step 3

Once you have highlighted or underlined the key words and phrases, you now need to organise them into dot points. Write them in your own words so that you can be sure you have understood the text. Your notes should be much shorter than the text you have read because you have summarised the important information in your own words. **Source 3** shows an example of how notes taken from **Source 2** would look in dot point form.

SOURCE 3 Dot point notes on the rahui and the extinction of the moa

- Rahui
 - Form of tapu (sacred law)
 - Used to conserve natural resources
 - Accepted by all Maori tribes
- Moa
 - Large flightless bird native to NZ
 - No predators for adult moa
 - Haast's eagle preyed on the young
 - Moa had many uses (food, ornaments, trade)
- Extinction
 - Gone by the fifteenth century
 - Haast's eagle extinct also because prey disappeared
 - Principles of rahui were too late to save the moa.

9.7.3 Developing my skills

Your turn

Read the following passage and follow the steps to make your own notes.

SOURCE 4 Taking notes on the hangi

The Maori diet was a combination of the cultivated vegetables brought from Polynesia, such as taro and yams, and the meat from birds, fish, dogs and rats. The abundance of seafood, including seaweed, dolphins, whales and seals, provided additional variety to the Maori meal. The village cooking was not done within the *whare* (house), but was generally a communal task done in an earth oven, known as *hangi* or *utu*. The hangi was made by men by digging a deep pit and covering it with wood that was set alight. Large river stones placed on the wood pile became very hot and eventually fell into the pit. The hot stones were covered with baskets of food wrapped in wet leaves. Layers of soil and wet mats were piled over the food. The heat created steam from the wet leaves, which cooked the food over the course of a few hours.

The boiling pools and streams of the North Island region of Rotorua provided the Maori with another unique method of cooking. Small ovens were built around the vents where water and steam bubbled up through the ground. Food placed in these ovens was quickly cooked.

Now compare

After you have written your dot point notes, compare them with someone else in the class. You should both have similar information. To refine your note-making skills, continue practising using any of the text in this topic.

SOURCE 5 The taro, a Polynesian vegetable, was a part of the Maori diet.



9.8 Living in a village

9.8.1 Village life

The extinction of the giant moa threatened the survival of the Maori people. Many tribes were forced to migrate when the moa was no longer able to provide a reliable source of food. Because of this migration north, the Maori population of the South Island declined.

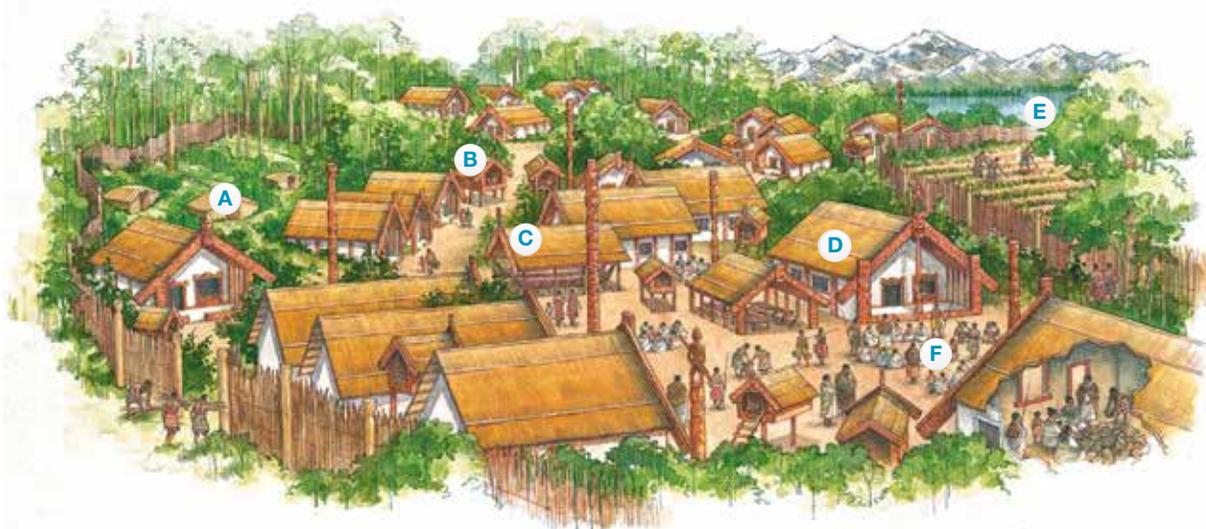
Around the fifteenth century, larger permanent settlements began to be built. People had to turn to other sources of food such as shellfish and a fern root known as *aruhe*. Gardening replaced hunting as the main way of obtaining food. Competition for land increased and slaves were used to do much of the hard manual work. Due to these changes, Maori culture moved into what historians call the Classical period.

The pa

The *pa*, or fortified village, first emerged around the fifteenth century. The Maori lived in a *whare*, or house, within their fortified villages. They dug out the floors of the whare to keep the warmth in. The construction of the whare varied according to location and tribal tradition. The whare was commonly built with a framework of branches from the small *manuka* tree and then thickly thatched with the leaves of a large water plant called *raupo*.

There were many other aspects to the pa, as can be seen in **Source 1**.

SOURCE 1 A modern artist's impression of a Maori pa



- A** Storage pits covered by low roofs, often used for storing vegetables
- B** *Pataka* — storehouses built on platforms so rats and dogs could not steal the fish, meat, berries, and other food and goods. Weapons and other valuables were also kept in the *pataka*.
- C** Shelters for canoes and cooking sites
- D** *Whare runanga* — the meeting house was the focus of all cultural and tribal activities. It was a sacred building filled with symbolism. The house construction represents a man's body, with the first rafter being his extended arms stretching down to his fingers. The rafters following the arms represent the man's rib cage. A *tekoteko* carving is located at the front peak of each *whare runanga*. The *tekoteko* represents a protective tribal ancestor standing watch over the *marae* (courtyard). The ancestor's protective power is known as the *mana*.
- E** The village water source was not usually located within the boundary of the wooden fence. Water was carried every day from the outside wells and rivers. Firewood was also collected from afar. A large area of countryside was needed to provide the tribe with food. Gardens of *kumara* (a type of sweet potato) were dug with long wooden sticks called *ko*.
- F** *Whare whakairo* (literally translates to 'carved house') — the family home of the village *rangatira*. A large pit filled with hot rocks was located at the centre of the *whare whakairo* to keep the family warm at night.

9.8 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Make up your own Maori language glossary by writing definitions for the following terms:
 - (a) pa
 - (b) whare runanga
 - (c) whare whakairo
 - (d) pataka
 - (e) raupo
 - (f) aruhe
 - (g) tekoteko.
2. Why were some buildings in the pa raised off the ground while others were dug into the ground?

Apply your understanding

3. Imagine you are a visitor to a pa. Refer to the source and the text to write a diary entry recording one typical day of village life. Provide details of the daily activities you see taking place, the pa layout and the design and purpose of the buildings.
4. Look back at **Source 2** in subtopic 9.5. What specific parts of the pa can you identify?
5. The Maori did not need advanced technology to survive. They had a simple material culture (basic tools and weapons), but their non-material culture (art and beliefs) was very rich and complex. Early European settlers judged the Maori by their visible material culture.
 - (a) Do you think this is a fair way to judge a people?
 - (b) What opinion would the Europeans form if they considered only the material culture?
 - (c) How does considering more than just the visible aspects of a society help give you a more comprehensive view?

9.9 Customs and culture

9.9.1 Art and customs

Aotearoa was isolated from the other landmasses in the Pacific. Australia lay 1500 kilometres west across the treacherous and stormy Tasman Sea, to the south was the ice of Antarctica, and to the north were the tiny tropical islands of remote Oceania. This distance shaped a Polynesian culture that was unique in the Pacific.

The Maori people expressed their culture and beliefs through a range of arts and customs. The broad range of materials available provided a rich variety for artists and craftsmen to work with.

Art was a way of expressing status and tribal differences. Art became a part of everyday life; even the simple shape of a fishhook could be made into an object of great beauty when it was polished and crafted with skill. Every prized possession was decorated; canoes and paddles, musical instruments and hair combs, storehouses and gateways all displayed the fine artwork of the Maori people.

Gathering together the materials required by the Maori craftsmen often involved dangerous journeys, or even war against rival villages. The South Island greenstone was the most precious material because it could be obtained only from remote locations. The people who followed the greenstone trade route walked through ice and snow, climbed steep cliffs with ropes made from flax, and crossed raging rivers on reed rafts to transport greenstone over the high passes of the Southern Alps. The Maori valued the beauty and power of their art, and so they were prepared to make great sacrifices for its creation.

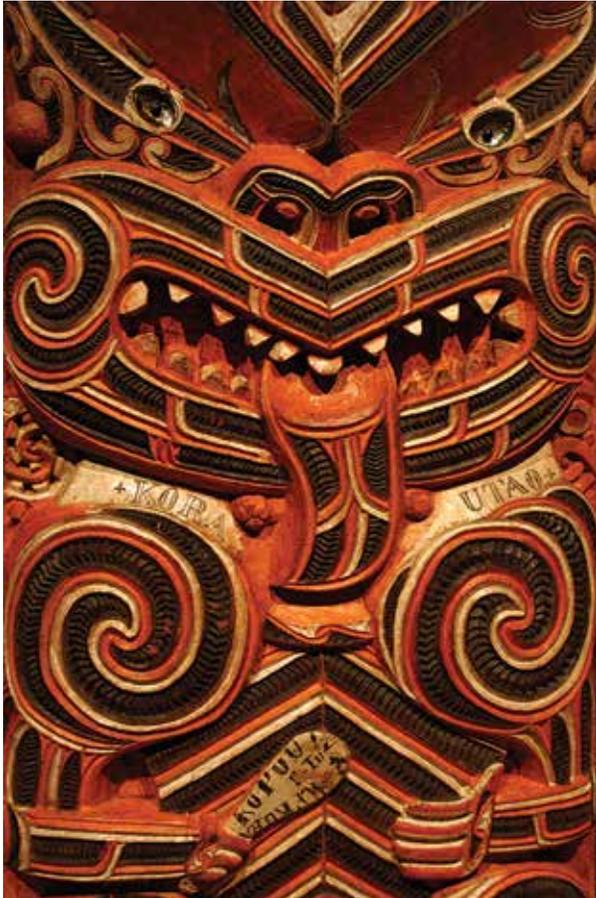
Carving out a history

Traditional Maori carving, known as *whakairo*, is famous for its detail and beauty, and took great skill to create. For this reason, the Maori held the talent of the wood carver in very high regard. The earliest

carving tools were made from seashells and stone, such as obsidian, that was sharpened over many months in preparation for carving. The thick forests of New Zealand provided a plentiful supply of high quality timber for the Maori craftsmen.

Maori carvings expressed religious beliefs, myths and images of gods. The finest examples of Maori art and carving were created for the *whare runanga*, because this was the cultural centre of the village. Supporting posts were often carved with images of the seven canoes ancestors, and interior wall panels featured ancestral figures. Bows of canoes also often displayed ornately carved and ferocious faces.

SOURCE 1 The talents of the highly skilled Maori craftsmen are visible in this example of *whakairo*.



SOURCE 2 A carved figurehead mounted on a war canoe.



9.9.2 Dress

The quality and value of weapons, clothes and ornaments was of real significance to Maori society because it identified individual status and class groups. The design and materials used to make clothing and jewellery varied according to the tribal group, the location and the climate.

Although both men and women wore ornaments indicating their position and rank, it was the tradition for men to dress with greater decoration. Men wore their long hair wound into topknots held by beautifully crafted combs, and wore earrings made of greenstone or shark teeth. The *ariki* or *rangatira* displayed power and prestige by wearing a cloak made from the skin of a dog, and an ivory whale tooth, and carrying a ceremonial club known as a *pata*. Shell and bone were also used to carve jewellery such as pendants and necklaces. Faces were tattooed and bodies covered and patterned with brightly coloured **ochre** of blue and yellow.

SOURCE 3 Maori women weaving baskets from flax



Flax

The traditional Polynesian plants such as the paper mulberry tree and tropical cabbage tree did not survive in the colder climate of New Zealand. However, the Maori discovered wonderful new natural resources in New Zealand such as native flax called *harakeke*. Using a process that could take three months, the flax plant was manufactured into a sturdy fibre suitable for weaving into clothing, ropes and baskets. Flax sandals were worn on long journeys across frozen ground, flax string was used to hold pendants in place and flax clothing kept everybody warm.

A method of finger weaving was developed to produce a fine flax cloth similar to linen. Flax cloth was dyed and woven into traditional tribal patterns in red, white, yellow and black. Women wore colourful wrap around style flax skirts and delicately woven cloaks.

Korowhai cloaks were the most important and treasured item of clothing woven from flax. The *korowhai* were decorated with feathers from birds such as the kiwi, and woven with the traditional geometrical triangle and diamond shaped *taniko* patterns.

9.9.3 Tatau

During his eighteenth century journeys of exploration, Captain James Cook wrote about the Polynesian art of skin decoration known as *tatau*. The British called it ‘tattoo’.

SOURCE 4 This early European depiction of a Maori chief shows clearly the intricately carved comb and jewellery that reflected social status. The tattooing is also clearly visible.



Archaeologists believe that the Lapita people were tattooed over 3500 years ago and carried the tradition with them on their great journeys of Pacific migration.

In Polynesia the tattoo came to have great cultural and spiritual importance. The tattoo gave Polynesians status because it signalled strength and power. The most elaborate tattoos were reserved for the chiefs and warriors. The colonising British outlawed the practice of tatau because it was considered the devil's art, but it saw a revival in the twentieth century.

Ta moko

The practice of classical Maori tattooing is called *ta moko*. A straight blade or bone chisel was used to inject a sooty pigment into the skin, leaving a grooved scar with the appearance of a carving. Maori tattooists were regarded as master craftsmen who took many years to perfect their skills.

In traditional Maori society men were marked on the face, buttocks and thighs. Facial tattoo patterns were of greater significance to the identity of a person than their natural facial features. Women were tattooed on the face and breasts. The painful process was an initiation and rite of passage taking many years to complete.

The tattoo represented culture and belief to the Polynesian people. Moko showed Maori rank, genealogy and tribal history. Moko designs were a personal statement of Maori identity that could never be lost or stolen. Only death could destroy the moko.

DID YOU KNOW?

Legend says that tatau began when a young man called Mataora fell in love with a princess of the underworld called Niraweka. One day in a fit of rage Mataora struck Niraweka and she fled back to the underworld. He followed her, and when he finally arrived at the realm of the underworld his face paint was messed and dirty from the voyage. He begged forgiveness for his wrongdoing and was mocked for his unkempt appearance. However, he was forgiven and Niraweka's father offered to teach Mataora the art of tatau.

SOURCE 5 Captain James Cook's description of the Maori moko

The marks in general are spirals drawn with great nicety and even elegance. One side corresponds with the other. The marks on the body resemble foliage in old chased [engraved] ornaments, convolutions of **filigree** work, but in these they have such a luxury of forms that of a hundred which at first appeared exactly the same no two were formed alike on close examination.

9.9.4 The hei-tiki

Of all the Maori ornaments the most valuable was the *hei-tiki*. The carved tiki figures are found across many Polynesian cultures; in fact, *tiki* is also a general Polynesian term meaning 'carving'.

Archaeologists believe that in Classical Maori culture the hei-tiki was worn only by people of the highest rank. It was worn by both men and women on ceremonial occasions, often hanging from a flax cord around the neck. The hei-tiki represented a human figure, neither male nor female, with the head tilted to one side and usually shown with hands placed on the hips. Many hei-tiki had their own personal name and traditional histories that could be traced back through generations of the one family.

The traditional meaning and origins of the hei-tiki are not completely understood by archaeologists. Some suggest the figure comes from Maori mythology and the story of Tiki, the first man created by the atua Tane.

SOURCE 6 A traditional hei-tiki ornament, clearly showing the head tilted to one side and with hands on hips



SOURCE 7 Greenstone in its 'raw' form. This specimen was found on the coast of the South Island.



9.9 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Why was carving, like that shown in **Sources 1** and **2**, so important to Maori culture?
2. Explain the cultural significance of ta moko to Maori people.
3. Why did the British colonisers outlaw the practice of tatau?

Apply your understanding

4. Predict the possible effect on Maori society in the event that flax was no longer available. What might be the short-term and long-term effects on the society?
5. Using **Source 4**, explain how dress and ornament were used to display position in Maori society.
6. What is Captain Cook's attitude towards ta moko in **Source 5**? Use quotes from the extract to support your answer.
7. Why were the most ornate carvings reserved for the whare runanga?
8. How do **Sources 6** and **7** highlight the necessary skills of the Maori craftsmen?
9. Think about the purpose of the figureheads and the beliefs that were expressed through Maori carvings. Refer to **Source 2** and design your own war canoe figurehead. Write a short explanation of the meaning behind your figurehead.

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Complete this digital doc: Worksheet 9.6: Customs and culture

9.10 Review

9.10.1 Review

In this topic we have studied the expansion of people throughout Polynesia. In particular, we have examined Maori society, including cultural and political features. We have also learned about the way the Maori interacted with their natural environment, both sustainably and unsustainably, and the effect the Maori society had on the natural world.

KEY TERMS

anthropologist a person who studies the culture and beliefs of different groups of people

atoll a circular coral island often enclosing a lagoon

cannibalism the practice of eating human flesh

double-hulled canoe a canoe with two connected parallel hulls - a feature that made it light, fast and stable

filigree a type of delicate ornament made from fine threads of metal

genealogy the study of the past and present members of a family

geyser a hot spring sending a jet of steam and boiling water into the air

gourd an edible fruit with a shell that can be dried and used for storage

kinship sharing a blood relation

kumara sweet potato

obsidian a type of rock that is almost like glass

ochre a natural earthy pigment of various colours used for painting

taro the root of a plant that is made edible through boiling

thermal relating to heat or temperature

yam a potato-like tropical plant used as food

9.10 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Multiple choice quiz 

Short answer quiz

1. What islands form the northern, eastern, and southern boundaries of Polynesia?
2. What did early navigators use to help them find their way across the vast expanses of the Pacific Ocean?
3. According to Maori legend, how many canoes made up the Great Fleet?
4. What were some of the uses of flax in traditional Maori society?
5. What purposes did ta moko serve in Maori society?
6. What was the sacred law of tapu?
7. How important was art in Maori society?
8. Name one way the natural environment of New Zealand offered opportunities for the early settlers.
9. What is unique about the moa bird?
10. Why is archaeological work important for learning about the history of Polynesian societies?

Apply your understanding

11. Imagine you are the curator of a museum establishing a display of Maori history, culture and art.
 - (a) What sources from this topic would you include in your exhibit?
 - (b) Using various types of sources, design a promotional poster for your exhibit, including a selection of the sources and a brief commentary on how art helps us to gain an understanding of Maori life and beliefs.
12.
 - (a) How do your museum exhibit selections differ from those of other members of your class? Why might these differences in choices exist?
 - (b) Can any single exhibit tell the whole story of Maori history? Why or why not?

13. Maori women had an important role to play in traditional society. Imagine daily life on the pa from the perspective of the women depicted in **Sources 1** and **2**. Using your library and the internet, research activities that Maori women were involved in. Examples could include:

- crafts such as weaving
- cultural expressions such as dance.

Use your research, including images that you find, to outline a double-page spread on Maori women. Your target publication is an illustrated children's book about Maori history and culture.

SOURCE 1 *Ana Rupene and child*, painted by Gottfried Lindauer around 1880



SOURCE 2 *Three Maori girls and a boy sitting on a large carved Maori canoe by a lake*, painted by Gottfried Lindauer in 1899



learn on RESOURCES – ONLINE ONLY

Go online to access additional end of topic resources such as interactivities and printable worksheets.

 **Try out these interactivities:** Polynesian expansion across the Pacific timeline (int-2951)
Polynesian expansion across the Pacific crossword (int-4107)

 **Complete these digital docs:** Worksheet 9.7: Analysing a painting
Worksheet 9.8: Crossword
Worksheet 9.9: Summing up
Worksheet 9.10: Reflection

Back to the big questions

At the beginning of this topic, several big questions were posed. Use the knowledge you have gained to answer these questions.

1. What role did the environment play in the development of Maori society?
2. How did beliefs and values influence traditional Maori society?
3. How important were laws and social structure in traditional Maori society?
4. How can historical sources help us to better understand the Polynesian expansion?

TOPIC 10

Mongol expansion (c. 1206–1368)

10.1 Overview

Numerous **videos** and **interactivities** are embedded just where you need them, at the point of learning, in your learnON title at www.jacplus.com.au. They will help you to learn the content and concepts covered in this topic.

10.1.1 Links with our times

Wrestling is Mongolia's national sport. It is one of the three 'manly arts' and pits two men against each other in unarmed combat. The match begins with both wrestlers performing a ceremonial dance. The dance is based upon the movement of an animal, such as a deer or eagle, depending upon the region that the wrestler represents. Dressed in a short, open jacket (*jodag*), briefs (*shuudag*) and leather boots (*gutal*), the men grapple until one hits the ground. According to match etiquette, they must shake hands before and after the bout. At the country's most popular wrestling competition, in Ulaanbaatar, about 1000 wrestlers from around the country compete for a nationally recognised rank and the chance to become champion.

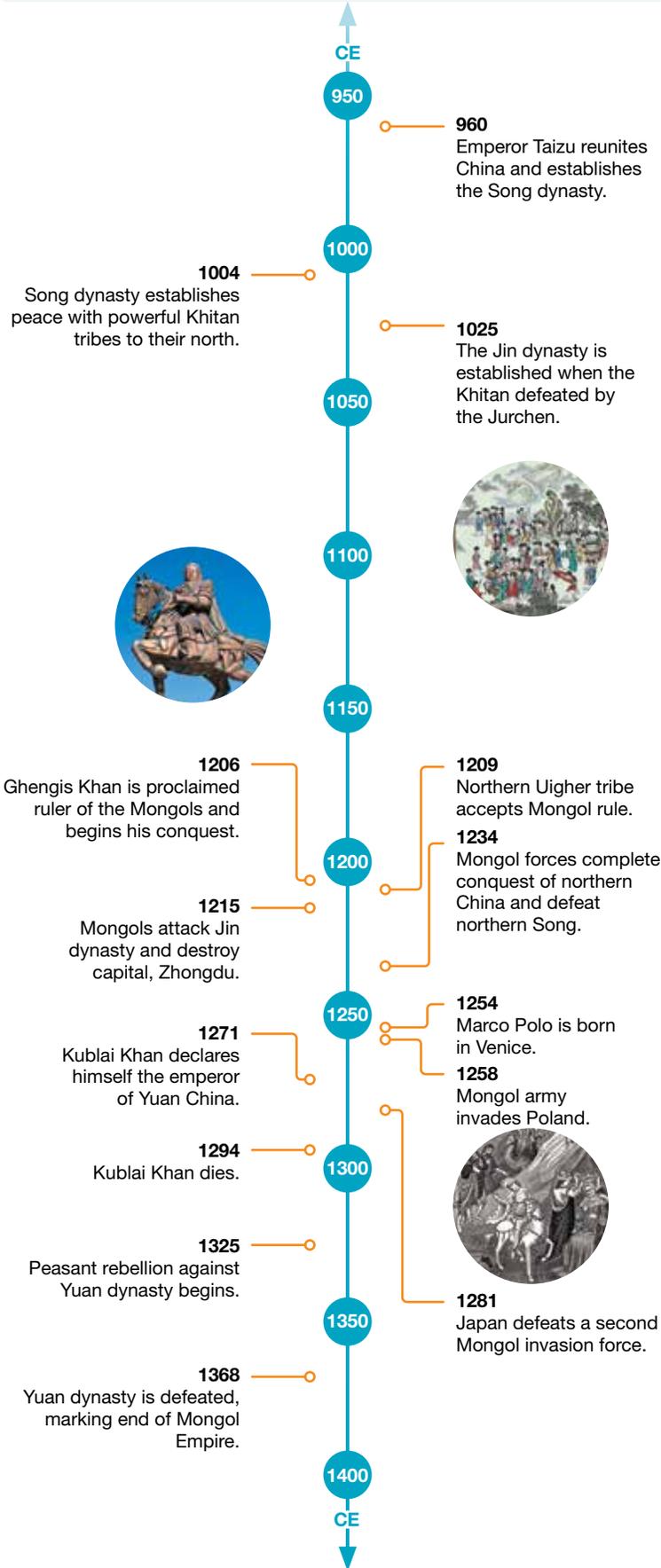
The popularity of wrestling today is one of many ways in which modern-day Mongolia continues to reflect the Mongolian Empire of the Middle Ages, a nation that rose to prominence because of its military prowess. Under the leadership of Genghis Khan, one of history's most fearsome fighters, the Mongol army conquered over a quarter of the known world, creating the largest land empire in history. The Mongol army killed millions of people, shattered great centres of learning, and crushed ancient traditions and civilisations.

Despite the destruction, the Mongol Empire laid much of the foundation for the modern world. Mongol power contributed to the revival of learning in Europe, reunited China and expanded frontiers. Trade, knowledge and ideas flowed along the Silk Road under Mongol protection. It is no wonder, then, that the world of the thirteenth and fourteenth century is often called the age of the Mongols.

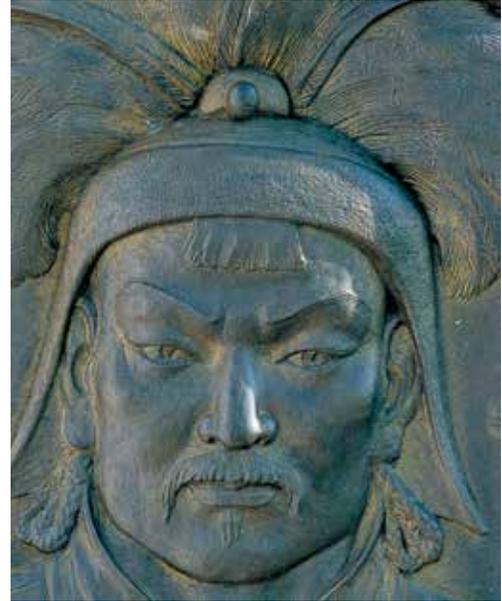
SOURCE 1 Wrestling is Mongolia's national sport. Traditionally, both wrestlers begin by performing a ceremonial dance based on the movements of animals.



SOURCE 2 A timeline of the Mongol expansion



SOURCE 3 A sculpture of Temujin, who became known to the world as Genghis Khan



Big questions

As you work through this topic, look for information that will help you to answer these questions:

1. What was China like before the Mongol invasion?
2. What alliances were important to the success of the Mongol Empire?
3. How did technology assist Genghis Khan in his ambition for conquest?
4. How did Genghis Khan's rule differ from that of his descendants?
5. How did the Mongol Empire reshape the world?
6. What led to the collapse of the Mongol Empire?

Starter questions

1. What do you know about the Mongol army and its most famous leader, Genghis Khan?
2. What purpose does the Great Wall of China serve today?
3. Do you think China's technology would have been more or less advanced than the Western world during the Middle Ages? Why?
4. What evidence of Chinese culture can you see in your own city or town? Based on this evidence, what do you know about Chinese culture and beliefs today?

10.2 How do we know about the Mongol expansion?

10.2.1 Records and writing

In this topic, we will explore the age of the Mongols, from about 1206 to 1368 CE. For many people, this was a time of war and destruction at the hands of the Mongol army. For others, it was a time of relative peace when ideas and religions could be expressed freely and cultural barriers were lowered between Europe and Asia.

Official records

To ensure they are remembered by the generations to come, governments often commission official histories to be created. Just a few decades after his death, the Mongol leadership commissioned an anonymous writer to document the life of Genghis Khan, leader of the Mongol army, as well as that of his son, in *The Secret History of the Mongols*. Intended to be read by only the Mongolian ruling class, the book was based upon the oral stories passed down within the empire and celebrated Khan's heroic deeds. Written in a flowing style, it included lessons for keeping the empire strong (see **Source 1**).

SOURCE 1 *The Secret History of the Mongols* is a mixture of prose and verse, and contains many lessons.

She gave unto each [of her five sons] a single arrow shaft, saying 'Break [it]!' The single [arrow shaft] — how could they have hindered [it from breaking]? — each brake and cast away. Again, she bound five arrow shafts together in a bundle and gave [them to her sons], saying, 'Break [them]!' All five, holding, every person, the five arrow shafts bound in a bundle, were in turn not able to break [them].

The writings of explorers

China was known as the 'middle kingdom' in Europe during the Middle Ages, and legends of its wealth and mystery filled the popular imagination. Following the publication of *The Travels of Marco Polo*, interest in the region increased. Sources such as **Source 2** give information about both the Mongols and what other societies thought of the Mongols.

SOURCE 2 Marco Polo's descriptions of the Khan's prowess on and off the battlefield helped to make the Great Khan a celebrity in Europe.

When Nayan and his men saw their camp thus encircled by the khan and his host, they were seized with amaze; yet they ran to arms, formed themselves in order of battle, and were soon prepared to strike. Then began the beating on many instruments, and singing with loud voices; for it is the custom of the Tartars [Mongols], that until the horn termed naccar is winded the troops do not engage. But when that grand trumpet of the great khan was sounded, all the other performers began playing, and raising their voices very loud, making a noise that was truly most wonderful. Then the two armies rushed against each other with sword, spear, and lance, while the footmen were prepared with bow and quiver. The battle was fierce and cruel; the arrows filled the air like rain; horses and horsemen were seen falling to the ground; and the tumult was such, that if Jove had thundered, he could not have been heard. Nayan was a baptized Christian, and therefore had the cross upon his standard. Never, in our day, was there so hard and terrible a combat, nor so many assembled on one field, especially of horsemen; and the number who fell on both sides was fearful to behold. The battle continued from nine in the morning till midday; but the great khan at last remained master of the field.

10.2.2 Everyday objects and art

To better understand the lives of the Mongol people, it is important to look at the everyday objects they left behind (see **Source 3**). Much can be learned by looking at seemingly simple things such as the tools they used, the jewellery they treasured, the houses they lived in and the food they ate.

An artistic view

Artwork gives great insight not only into the feelings of the artist but also into the audience for which the artwork was created. During the reign of the Mongols, Chinese artists worked for their Mongol rulers, producing calligraphy and paintings that depicted everyday life, landscapes and famous battles (see **Source 4**). There were also many artworks created centuries after the fall of the Mongol Empire. Some of these, such as the painting shown in **Source 5**, depict the power of the Mongol army.

SOURCE 3 This *paiza*, or Mongol passport, was used by those travelling through the Mongol Empire on official business. It was worn around the neck so that it would be visible to customs officers who would let the wearer pass. The inscription reads, 'By the strength of Eternal Heaven, an edict of the Emperor [khan], he who has no respect shall be guilty.'



SOURCE 4 This thirteenth-century artwork depicts Kublai Khan, grandson of Genghis Khan, in a hunting party. This source was created using ink and colour on silk during the Mongol expansion.



SOURCE 5 A sixteenth-century illustration of the Mongol army engaged in battle with Chinese Song dynasty forces. This is a secondary source as it was created many years after the event it depicts.



10.2 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. What years was the age of the Mongols?
2. Sources created during the time of the Mongols, such as paintings, would not be biased.
3. In the Middle Ages, what did Europe know China as?
4. Why was China known as the 'middle kingdom' in medieval times?
5. Objects such as weapons provide us with information about the Mongol people. List three everyday objects that provide us with information about the lives of the Mongol people from the Middle Ages.
6. What type of artwork was produced during the reign of the Mongols?

Apply your understanding

7. What lesson do you believe was meant to be learned by the boys in **Source 1**?
8. What else, besides the lesson itself, does this story suggest about Mongol culture in the thirteenth century?
9. In **Source 2**, the explorer Marco Polo describes a large battle.
 - (a) What adjectives or phrases does he use to describe the Khan and his forces?
 - (b) What adjectives or phrases does he use to describe the Khan's enemies?
 - (c) Whose side was Marco Polo on (if any), and how can you tell?
10. List the similarities and differences between the portrayals of battle in **Sources 2** and **5**.
11. **Source 3** is an example of an everyday object used by government officials. What does it tell you about the society in which they lived? Does this fit with the society portrayed in **Sources 1, 2** and **5**?
12. Between **Sources 1, 2, 4** and **5**, which would you trust to depict Mongol culture most accurately? Why?
13. Using the sources in this subtopic and what you have already read about the Mongol expansion, make some predictions that suggest why the Mongol Empire expanded so quickly during the thirteenth and fourteenth centuries.

10.3 Life in imperial China before the Mongol conquest

10.3.1 The Song dynasty

In the twelfth century, over 100 million people lived under the rule of the Song. The Song Empire covered 4 million square kilometres of rich agricultural land and bustling cities. In 960 CE, the first Song emperor, Taizu, established his control of central China when he led the army in a rebellion against the government. Once in power, Taizu turned away from using military force to rule the people.

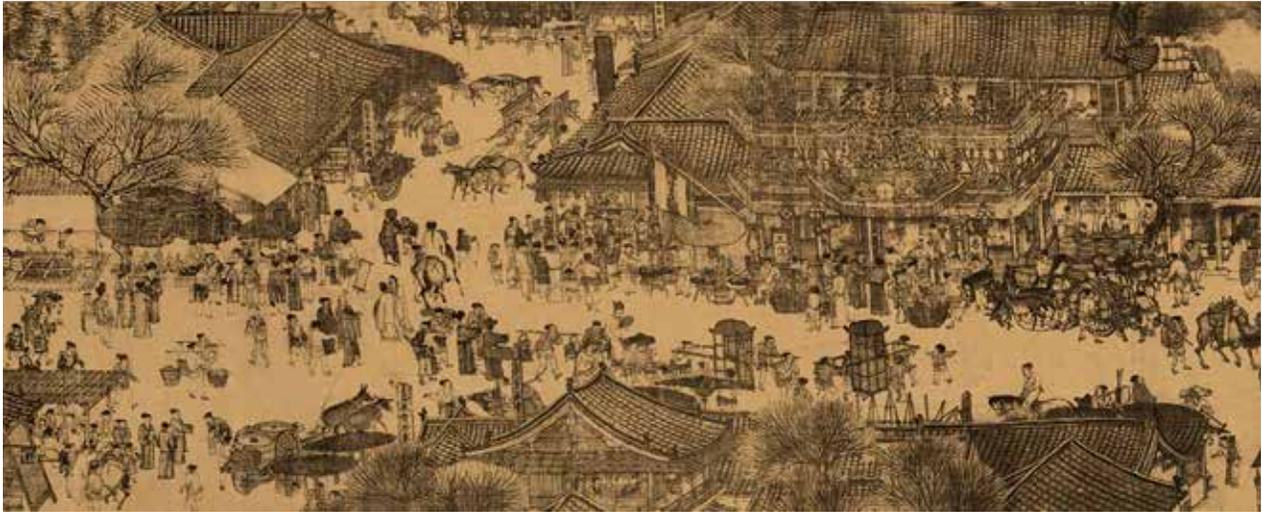
The emperors of the Song **dynasty** built their authority through a strong **civilian** government:

- **civil servants** were selected by a series of examinations and interviews
- an imperial academy and university trained government officials
- governors and **magistrates** were appointed to run government at a local level
- senior government officials were made responsible for drawing the emperor's attention to public opinion and problems
- taxation of trade and industry raised the revenue to finance important government works such as irrigation programs
- prices were regulated through government control of big industries such as salt, tea and wine.

DID YOU KNOW?

Anyone who wanted to appear before the emperor had to sink on their knees and knock their head nine times on the floor to show their obedience.

SOURCE 1 An illustration created in the twelfth century of the beautiful city of Kaifeng, the capital of the Song dynasty. In the eleventh century it had a population of more than one million people.



10.3.2 Life in the Song cities

Peace in Song-dynasty China led to a massive growth in population because farming techniques improved, irrigation systems were rebuilt and trade grew. As a result, Song city streets were bustling places, crowded with the congestion of horses, mules, carts, **rickshaw** boys and **porters** carrying goods dangling from poles balanced across their shoulders. People stopped to shop at the booths and stalls marked by tall posts and banners advertising their wares. In the Song cities of Kaifeng and Hangzhou, the wealthy could shop for exotic items such as rhinoceros horn from Bengal and ivory from Africa. Street stalls and shops stayed open until 2 am. At the tradesmen's stalls, there was knife sharpening, pot mending, coffin making and tailoring on offer. Crowds also gathered to listen to fortune tellers, watch magicians and consult healers.

Song cities were built in the shape of a square and had thick defensive walls. People entered the city through guarded gates and walked down straight streets that criss-crossed from north to south and east to west. Houses were grouped into **wards**, enclosed by another protective wall that was locked every night. In cities teeming with people, the government was responsible for community health and hygiene. Garbage was regularly removed from the streets and transported on barges to dumps in the countryside. Every day the 'pouring men' came to cart away the city's human waste, which was dried and used as fertiliser for the local vegetable gardens.

SOURCE 2 This early twelfth-century illustration shows court ladies pounding silk.



Home and the Chinese family

Traditional life in China was in stark contrast to life for the nomadic Mongol warriors. The Chinese way of life centred on agriculture. Every member of the Chinese peasant family was needed to work on farming tasks such as draining and ploughing fields, fertilising crops and irrigating. Most people living in traditional Chinese communities were bound to the land for their survival. Traditional Chinese culture emphasised a person's duty to their family, including dead ancestors who were continually honoured through religious rituals. Loyalty to the family was more important than loyalty to the government. The father was the head of the family and made all the decisions. Wives and children were expected to obey.

During the Song dynasty, China had many small villages where between 200 and 400 people lived in family cottages made from mud bricks. Chinese families also lived on boats, called sampans, along the busy waterways of the large river systems. Within the harbours of the port cities, thousands of boat people lived in floating villages. The strong Chinese family network provided security in a land where natural disasters like insect plagues, floods and droughts frequently destroyed harvests and homes.

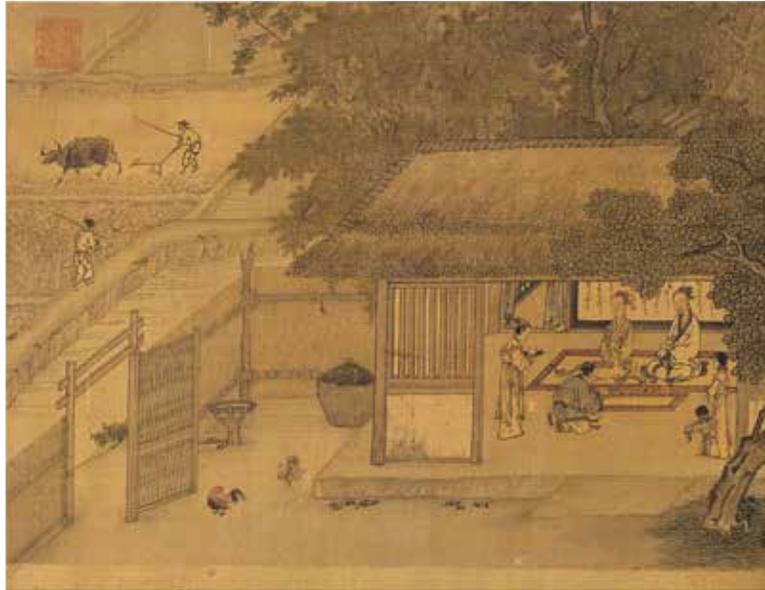
10.3.3 Song inventions and ideas

Many inventions and ideas began in ancient China. From the fourth century CE, the Western world was greatly influenced by Chinese developments such as:

- the loom for weaving silk
- the compass for establishing directions and distances
- the breast strap harness and the foot stirrup for horse riding
- the stern post rudder for steering ships
- the wheelbarrow
- the blast furnace for obtaining metals
- the mechanical clock to keep time and track the movements of the Sun, Moon and stars.

The Chinese discovered that a combination of coal, saltpetre and sulfur would make gunpowder 300 years before the Western world discovered it. The Song dynasty leaders recognised the military usefulness of gunpowder and used it to set off fires and create frightening clouds of smoke. Song China defended itself against the Mongol army by hurling gunpowder grenades from catapults and shooting flaming arrows from thick bamboo tubes.

SOURCE 3 The ideal traditional Chinese family (from the southern Song dynasty, tenth century)



SOURCE 4 A water-powered Song clock in Kaifeng that moved through its cycle by the tipping of water from one bucket into another. The clock wheel rotated every 14 minutes and 24 seconds.



SOURCE 5 A Song dynasty description of one of the uses of gunpowder

At the end-of-year festival ... there were many firecrackers ... there were fuses so arranged that when you lit one it set off hundreds of others ... [Some] fireworks ... were like wheels and revolving things, others like comets, and others again shooting along the surface of the water, or flying like kites ...

Spreading the word

Printing began in China 700 years before it appeared in Europe. In 750 CE, sheets of paper were stamped with inked blocks of wood into which Chinese characters had been carved. It was a quick and easy process known as ‘block printing’. By the ninth century, the blocks had become much larger and each could print a whole page. Over the centuries, labour-saving methods of printing were developed. The Song dynasty printer Bi Sheng made characters out of clay and set them in a frame. These clay characters could then be removed and new characters arranged for printing the next page.

10.3.4 Danger looms

Behind the splendour of the Song dynasty was weakness. North of the empire was the land of two powerful tribes called the Khitan and the Jurchen. In 1004 CE, the Song dynasty made the first of many peace agreements with the Khitan, agreeing to give an annual **tribute** of silver and silk to their northern neighbours. The peaceful policies of the Song eventually strengthened the position of the Khitan who continued to launch raids into Song territory.

In 1120 the Jurchen were at war with the Khitan. The Song supported the Jurchen in the belief that defeat of the Khitan would free them from the annual tribute payment. However, the decision was disastrous for the Song. Jurchen forces defeated the Khitan and then turned south to invade the Song Empire. The Jurchen took control of Kaifeng in 1126, humiliated and murdered the members of the imperial family and then drove the Song from northern China. The Jurchen established the Jin dynasty in the north, with a capital in Beijing.

SOURCE 6 This artwork, held in the Summer Palace in Beijing, shows a battle between the Jurchen and the Song in the twelfth century. The artist and date of creation are unknown.



The southern Song

The surviving members of the Song dynasty fled south and established a new capital at the town of Linán, now known as the city of Hangzhou. This southern Song settlement was protected by the dense forests of the lower Yangtze River valleys. Linán was located in the wealthiest agricultural land in China. The

southern Song secured themselves in this prosperous region by building a navy to defend the coast and developing more sophisticated military technology. The southern ports flourished as Song sailors and their fleets of ships made long voyages in search of trade. They held their power in this southern empire for another 150 years, until they faced a more powerful foe than the Khitan — the Mongols.

10.3 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. What saved the city of Kaifeng from being attacked by the Khitan?
2. Design a twelfth-century travel brochure advertising the sights and places of interest to be found on a day trip to the city of Kaifeng. If you have the equipment, design it using traditional woodblock printing.
3. Identify at least five ancient Chinese inventions and their purposes or uses.

Apply your understanding

4. **Sources 1–3** provide valuable information about the art and architecture of Song China. Using the sources as your evidence, write a brief description of the particular features of the gardens and buildings, and the way the artist has chosen to paint the scenes.
5. What qualities of the 'ideal family' are expressed in **Source 3**?
6. Imagine you are one of the people pictured in the crowded city street in **Source 1**. Write a short description of why cities like Kaifeng were so important to the cultural life of China.
7. What evidence can you find in **Source 5** to support the statement that the Song dynasty used gunpowder for more than warfare?
8. If you had been born in the eleventh century, would you have liked to live under the rule of the Song? Why or why not?
9. What do you think were the top five reasons for the defeat of the Song? Justify your answer.
10. What elements of the Songs' way of ruling a city can be found in Australian society today?
11. Design a timeline and record the major events in the downfall of the Song.

10.4 The Mongol people and their land

10.4.1 The Mongol homeland

The Mongols were nomadic tribal people from Mongolia, the cold and barren land to the north and west of China. The Mongol homeland was bordered by the high Altai mountain range to the west, the Gobi Desert to the south and Lake Baikal to the north.

The people raised animals on the vast treeless grasslands of Mongolia because the region was too cold and dry for growing crops. The Mongols lived off their herds of cattle, goats, yaks and sheep. Fleece was used to make clothing and line the walls of homes, known as *yurt*.

They collected the sheep manure for fuel and made cheese and butter from

SOURCE 1 A traditional Mongolian yurt was easily collapsed and transported. The conical shape allowed rain to run off and provided resistance against strong Mongolian winds. Sections of the wooden frame were secured with strips of rope to form a cylinder shape over which felt was stretched for insulation. Roof poles supported the outer covering.



milk. **Mutton** was also a major part of the Mongol diet. The Mongols used camels to cross the harsh deserts, oxen to move heavy loads and horses for transport, hunting and warfare.

Life in Mongolia was shaped by the land and the seasons. Every year the Mongols migrated south from summer pasture lands on the open plains to their winter pastures in the sheltered mountain valleys. Survival in the unforgiving climate was a struggle and so Mongol territory remained sparsely populated. 'Luxuries' such as grain, metals, textiles and tea were obtained through raiding or trading with the settled agricultural people living to the south of China's Great Wall.

From 400 BCE, the Chinese constructed walls to defend themselves against raids from the tribes living along their northern border. China's huge population was concentrated in the river valleys where the people cultivated crops, constructed roads and built great cities. The Great Wall marked the boundary between two very different ways of life: the wealth and sophistication of **Imperial** China, and the poverty and simplicity of nomadic Mongolia. The Chinese regarded the Mongols as 'barbarians'.

SOURCE 2 Yaks are perfectly suited to the Mongolian landscape. They can survive extreme temperatures, live on rocky slopes and flat plains, and can forage through snow for fodder, which is essential in a country where snow covers the ground for almost half the year. Hangai yak provided Mongols with meat, milk and transport.



SOURCE 3 Mongolia lay to the north of China. The stark northern landscape was the home of people the Chinese regarded as barbarians. This Song dynasty illustration shows the Chinese view of the Mongol homeland as barren and harsh.



10.4.2 Mongol society – women and hunters

The Mongols lived in small clans. Groups of clans were bound together by marriage and blood relationships to form a Mongol tribe. A chieftain, or khan, governed the tribe. The khan was not born to rule, but kept the position of power through constantly proving personal strength and protecting the tribe. Within clan groups, the people belonged to a particular social class which determined everything, from what they were given to eat at a banquet to how they were armed and dressed when they went into battle.

The role of women

Mongol women had power, influence and considerable freedom because they managed daily life in the camp. Their tasks included:

- herding and milking all the livestock
- making cheese, yoghurt and butter
- packing the yurt
- making felt by soaking and beating sheep fleece for winter insulation of the yurt
- rearing the children, cooking and sewing animal skins into warm winter clothing.

Marriage ties were very important to Mongol tribal organisation. Marriages were arranged through discussion with clan leaders and were regarded as an important step into adulthood. Men were permitted to have many wives. Once married, a woman was responsible for her own yurt. The location of the yurt, in relation to the man's yurt, indicated seniority amongst the women. The first married wife placed her yurt to

the east of her husband's and subsequent wives placed their yurts to the west. If the husband died, it was expected that the youngest son or brother would take care of the widow. Married women had particular status in Mongol society and were identified by elaborate headdresses.

Hunters and horses

Horses were the Mongol's most treasured asset. The herders and hunters of Mongolia spent their lives in a saddle. From childhood they were taught to hunt from horseback. This outdoor life gave the Mongols independence and mobility. Traditional hunting expeditions, called the *nerge*, also provided military training. By riding in a vast circular formation, the Mongol horsemen gradually forced wild game such as deer and boars into a *corral*, or enclosure. The hunt required great teamwork, skill and endurance. Mongol warriors were known to ride for days without rest, surviving on dried milk curd and the blood drawn from an incision into the veins on their horse's neck. The life that the Mongol nomads knew from birth created powerful warriors.

10.4 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Why was the clan and family so important to the survival of Mongol society?
2. When and why was the Great Wall of China built?
3. What were the biggest differences for men and women in Mongol society?

Apply your understanding

4. Pretend you are a Mongol tribe member who has made the journey to trade with the settled agricultural people to the south of the Great Wall. Using the sources in this subtopic as a basis, tell the farmers about your home and why you continue to live there despite the harsh conditions.
5. Referring to **Sources 1** and **2**, as well as the material in this subtopic, describe the Mongol people's relationship with:
 - the land
 - their animals
 - the weather
 - the Imperial Chinese
 - each other.
6. **Sources 1** and **3** are images of Mongolian life. Using these sources, suggest why the Chinese regarded their northern neighbours as 'barbarians'.
7. Imagine you are the leader of a hunting party on the third night of an as-yet unsuccessful hunt. Write a speech that you would give to the other hunters to raise their spirits and remind them of why they must go on.

learnon RESOURCES – ONLINE ONLY

 Complete this digital doc: Worksheet 10.1: Chinese life vs Mongolian life

10.5 The rise of Temujin

10.5.1 Temujin – early life

The details of Temujin's early life are unclear, but it is believed that he was born around 1162 and was the son of a warrior and minor chieftain named Yusegei. Mongol legend claims that Temujin was born clasp ing a clot of blood in his right hand, a sign that he was destined to become a hero.

Temujin was a member of a Mongol tribe known as the *Oirat*. When Temujin was still a young child his father was poisoned by another band of nomads and his family was abandoned by their clan. It was left to his mother, Yulun, to instruct him in the skills of the warrior: riding horses and shooting the Mongol bow and arrow.

At that time, the Mongols were divided into many tribes that constantly went to war with each other in their efforts to gain the best hunting grounds and pastures. Warriors also went on raiding parties, kidnapping women from other tribes to be brought back as additional wives. A shaman named Teb-tengri described life on the **steppe** when Temujin was a boy by saying, ‘There was no respite, only battle. There was no affection, only mutual slaughter.’

10.5.2 The creation of a khan

As a young man, Temujin was noted for his height, his broad forehead and his piercing green eyes. He learned to survive by developing military superiority and the skills of diplomacy and negotiation. By the time he was in his twenties, Temujin had built alliances with a number of other Mongol clans. He gained a reputation as a furious warrior and a man of great influence, leading to his being given the position of tribal chief in 1189. In 1206 — the year of the leopard — his greatness was recognised when he was elected as the khan over all his fellow tribal chieftains. Temujin took on the new title of *Genghis Khan*, meaning ‘the universal ruler’.

To strengthen the bond between the Mongolian tribes, Genghis Khan relied upon three ties that were familiar to the nomadic tribes:

- *quda* — tie of marriage. A skilled politician, Genghis Khan used marriage as a tie to bind together old enemies, even marrying one of his daughters to a rival tribe after they submitted to him without a fight.
- *anda* — tie of sworn brotherhood. As a child, Temujin had made this tie with a friend named Jamuka by exchanging knuckle bones and a bow and arrow. As a man, Genghis Khan exchanged valuable items such as sable coats with other warriors to create ties that were considered stronger than the tie between real brothers.
- *nökör* — tie of friendship. This was a bond similar to that of a European lord and liegeman, in which the follower promised to obey and defend his leader, leaving his family behind to travel with his leader.

The Great Khan commanded loyalty from his companions and obedience from his soldiers, but accepted criticism from his advisers, including his mother, Yulun. He was also noted for his tolerance of other religions, a position that he adopted because it made it easier to work with and manipulate others. Under the brilliant leadership of Genghis Khan, the warring Mongol tribes were finally united.

SOURCE 1 A sculpture of Temujin, who became known to the world as Genghis Khan



SOURCE 2 When a new camp was established, the Khan's tent was the first to be erected. In this image, created in the fourteenth century, the Khan is surrounded by his court officials. In the trees outside, the yak tails hang as a symbol of the presence of the Khan.



Genghis Khan's first military victory as the universal ruler was against the Tanguts of Xi Xia, south of the Gobi Desert. Rather than battle the forces of Genghis Khan, the Tanguts chose to pay a tribute to him. The Great Khan now controlled a major section of the Silk Road, giving his army direct access to China.

SOURCE 3 Genghis Khan met with a Taoist holy sage, or holy man, in 1221. The record of his conversation with Ch'ang-Ch'un presents a different image of the Great Khan.

I hate luxury and exercise in moderation [the Khan wrote]. I have only one coat and one food. I eat the same food and am dressed in the same tatters as my humble herdsmen ... In the space of seven years I have succeeded in accomplishing a great work, uniting the whole world in one empire. I have not myself distinguished qualities ... But as my calling is high, the obligations incumbent on me are also heavy and I fear that in my rule there may be something wanting. To cross a river we need boats and rudders. Likewise we invite sages and choose assistants to keep the empire in good order ... I implore thee to move thy sainted steps. Do not think of the extent of the sandy desert. Commiserate with the people in the present situation or have pity upon me and tell me the means to preserve life.

SOURCE 4 Genghis Khan's ferocious reputation was created through statements that Yuan-dynasty writers attributed to him.

The greatest joy a man can know is to conquer his enemies and drive them before him; to ride their horses and take away their possessions; to see the faces of those who were dear to them wet with tears ...

10.5 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

- In his early life, Temujin displayed impressive physical characteristics and skills. What were they?
- Match the names in column A with the description in column B.

Column A	Column B
Temujin	Genghis Khan's mother
Yusegei	The Mongol tribe Genghis Khan belonged to
Yulun	Title meaning 'the universal ruler'
Anda	The Mongol leader who became Genghis Khan
Genghis Khan	Mongol warrior who was the father of Temujin
Oirat	A tie of sworn brotherhood

Apply your understanding

- Write a caption to accompany the sculpture of Genghis Khan in **Source 1**.
- How is Genghis Khan depicted in **Sources 3** and **4**? What might account for the differences in these depictions?
- Explain the terms *quda*, *anda* and *nökör* in your own words. Which of these do you think would have been the most powerful tool to control a population? Discuss your answer with a classmate and then write down the biggest differences in your opinions. Do you still believe you made the best choice?
- Research the importance of the Silk Road and answer the following questions.
 - Who built the Silk Road and why?
 - Where was it? What were travelling conditions like on the road in the thirteenth century?
 - Explain the road's strategic importance to Genghis Khan.
 - Name some of the products and ideas that were transported via the Silk Road in the days of the Great Khan.

10.6 The Mongol army

10.6.1 Mongol army – mobilisation and strategy

With a mighty army consisting of the Mongol tribes from the southern deserts, the steppe lands of central Mongolia and the mountains of the freezing northern frontiers, Genghis Khan invaded China in 1211. Swift-footed horses carried the Mongol **cavalry** with incredible speed over vast distances. The cavalry combined military skill with discipline and toughness; Mongol commanders believed that winter provided the best opportunity for war, and used frozen lakes and rivers as their highways to battle.

Mobilising an army

The Mongol tribal organisation developed military strength. Even in peacetime all able-bodied men between fifteen and sixty years of age were under military orders, meaning that they could be called upon to fight. Promotion in the Mongol army was not related to high birth, but achieved as recognition of bravery and skill. The Mongol army was reformed and reorganised under Genghis Khan. It was composed of:

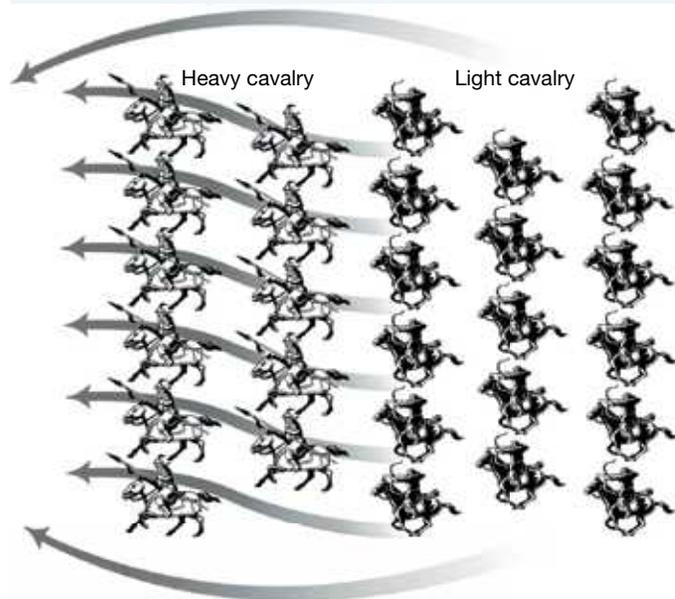
- *arban* — a group of ten men from different Mongol clans, ordered to be loyal to each other regardless of clan connections
- *zuun* — a company, consisting of ten arban
- *myangan* — a battalion, consisting of ten zuun
- *tumen* — an army, consisting of 10 myangan.

The tribal links of the clan groups were broken up by the army structure to ensure old loyalties could not threaten Mongol unity. In battle the close-knit and tightly drilled units used skills developed in the traditional Mongol hunt, encircling, trapping and then cutting the enemy to pieces. The use of **couriers** enabled the various sections of the Mongol armies to keep close contact with each other.

The importance of strategy

Mongol military campaigns involved thorough planning and **reconnaissance**. Not only did this make it possible for the Mongols to defeat their foes, but they were also able to learn new battle strategies from their enemy. From the Chinese and the Persians, the Mongols learned about siege machines and gunpowder. They then transported catapults on horseback to the battlefield and hid their movements behind smoke grenades and firebombs.

SOURCE 1 The *tulughma* was a Mongol tactic using heavy and light cavalry in tight formation. Heavy cavalry charged the enemy and broke enemy lines. Light cavalry were protected by heavy cavalry and used lightning speed and manoeuvrability to launch a second wave of attack.



10.6.2 Mongol soldiers

The Mongol soldier was well equipped and carried a variety of weapons:

- a lance fitted with a hook for pulling enemies from their horses
- a curved sword and a dagger that was strapped to the arm
- two bows; one used to shoot from horseback and another heavier bow for use on foot. The typical Mongol bow could shoot arrows that pierced armour 200 metres away.
- a shield, an iron helmet and armour made from leather that was waterproofed with a coating of lacquer.

The Mongol warrior's greatest strength lay in his horse, a short and stout wild animal that was tough and hardy like the soldier that rode it. Mongol horses could survive the bitter winter of the north because they had coarse coats and the ability to find and feed from the grasses that lay beneath winter snow. The Mongol army provided each soldier with about five horses to accompany him on campaign, as the rule was that no horse could be ridden for more than one day in four. It was said that Mongol soldiers could live in the saddle for up to ten days and would eat the raw meat of dogs, rats, mice and horses when they were on campaign. Stories of the discipline and strength of the Mongol army spread fear across Asia and Europe.

Death and duty

One of the most important features of the Mongol army was the principle of strict discipline known as *Yasa*, meaning an order or decree. The thirteenth century writer Juvaini explains the *Yasa* as a 'rule for every occasion and a regulation for every circumstance while for every crime [there was] a penalty'. Genghis Khan was unable to read and write because Mongol civilisation had not developed **literacy**. Adapting Uigher script from the northern Turkic tribe, the Great Khan had the rules of the *Yasa* written down on scrolls. During wartime, desertions, failing to rescue captured colleagues, plundering without permission, sleeping on duty, fighting with other tribal groups within the army and showing unnecessary kindness to a captive were all punishable by death.

SOURCE 2 Mongol horsemen could turn and shoot arrows from their composite bow with great accuracy and speed. The composite bow was made from combining a layer of sinew, wood and horn to create the frame.



SOURCE 3 Genghis Khan declared in the *Yasa* that 'if the military leaders and the leaders of the many descendants of the ruler who will be born in the future, should not adhere strictly to the *Yasa* then the power of the state shall be shattered and come to an end'. Although a complete list of the laws has never been found, it is believed that they covered all aspects of public and private life. The *Yasa* was of particular importance to the discipline and structure of the army.

- The ruling that divides men of the army into tens, hundreds, thousands, and ten thousands is to be maintained. This arrangement serves to raise an army in a short time, and to form the units of commands.
- The moment a campaign begins, each soldier must receive his arms from the hand of the officer who has them in charge. The soldier must keep them in good order, and have them inspected by his officer before a battle.
- Forbidden, under death penalty, to pillage the enemy before the general commanding gives permission; but after this permission is given the soldier must have the same opportunity as the officer, and must be allowed to keep what he has carried off, provided he has paid his share to the receiver for the emperor.
- To keep the men of the army exercised, a great hunt shall be held every winter. On this account, it is forbidden any man of the empire to kill from the month of March to October, deer, bucks, roe-bucks, hares, wild ass and some birds.

10.6.3 Conquering the world

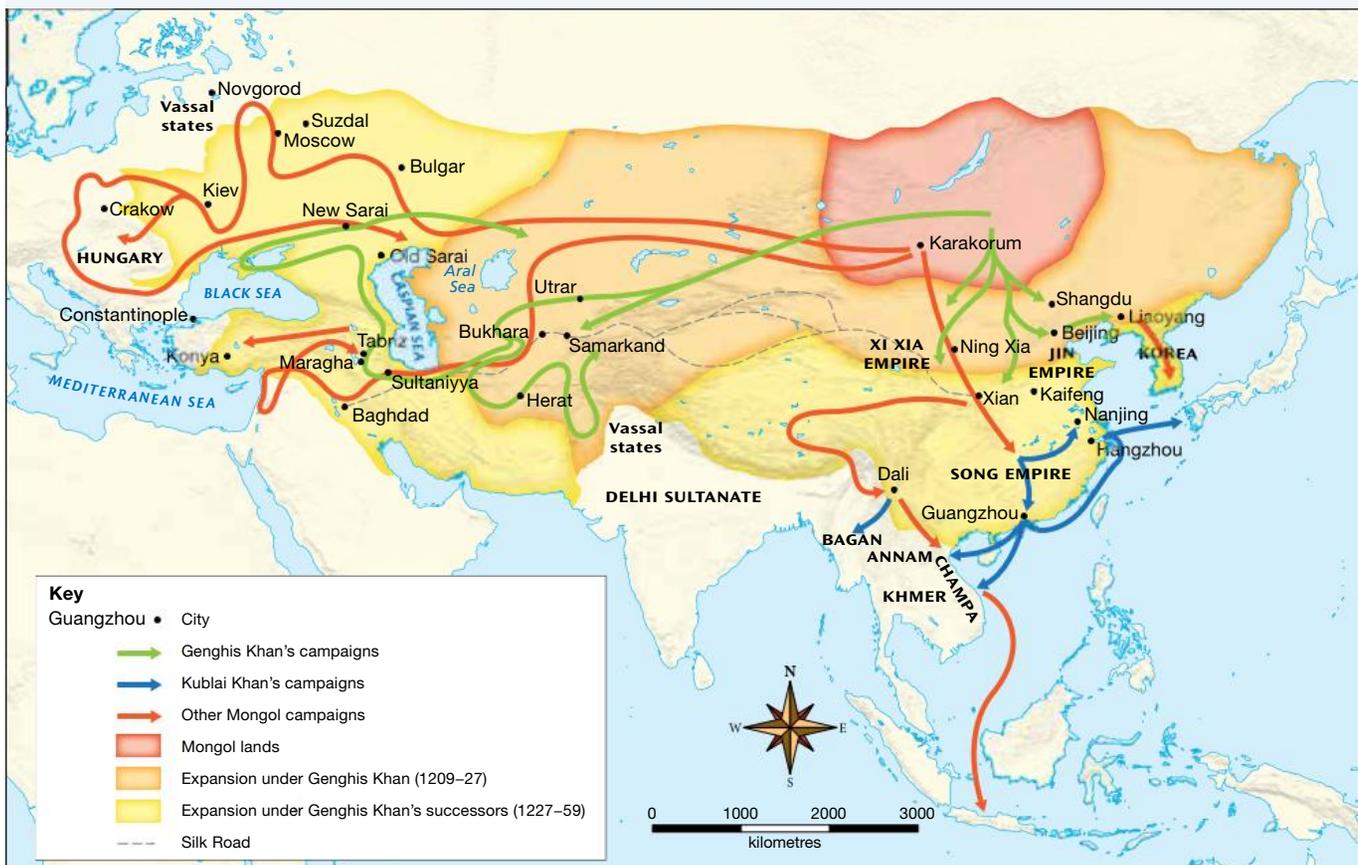
Most people in the path of the Mongol army had a choice: surrender and live, or resist and die. If a city rebelled after agreeing to surrender, the population was massacred and the city was annihilated. As the Mongols moved across western Asia, they used terror as a weapon of war, exterminating town after town, and encouraging the spread of stories about their conquests. Genghis Khan began his invasion of China by attacking the Jin (pronounced 'chin') people, located in northern China and Manchuria. In 1213, the Mongol armies broke through the Great Wall of China and within two years conquered and destroyed the Jin capital city of Yanjing, later known as Beijing. So many thousands of people were killed in the conquest of northern China that it was said white hills appeared that were made of the bones of the dead.

In 1227 Genghis Khan died during a campaign in China. His vast empire was divided between the four sons and grandsons of his chief wives to create four Mongol kingdoms:

- Kublai Khan ruled China — the Yuan dynasty
- Hulegu ruled Persia — the Il-Khanate
- Batu Khan ruled southern Russia — the Golden Horde
- Chagatai ruled Central Asia — the Chagatai Khanate.

In 1268 the Mongols launched their second colossal invasion of China. Mongol forces were now led by Genghis Khan's grandson, Kublai Khan. Kublai Khan's army **blockaded** the Yangtze River and began advancing on the cities of the southern Song. The Song were well defended with their modern gunpowder weapons, such as rockets and flamethrowers. The Mongol armies changed their fighting tactics and surrounded the great walled Song cities, cut off supplies and starved them. For four years the **sieges** continued until the Mongols were victorious. Every Song city that fought against the Mongols was destroyed. The only chance for survival was unconditional surrender.

SOURCE 4 A map of Mongol military campaigns that would create the largest empire the world had ever seen, covering over 33 million square kilometres.



The closing defeat of the southern Song came in 1276. The Mongols again used their siege tactics to destroy the Song navy. For two weeks they encircled the Chinese fleet and blocked all supplies. With the last Song forces weakened, the Mongols attacked on a morning shrouded in rain and fog. Mongol victory was swift. Among the thousands of Chinese who died on that day was the last Song emperor, a child named Bing, and his empress mother. Mongol victory was complete when Kublai Khan declared himself the first foreign emperor of China. By this time, the Mongol army had conquered territory stretching from the Arctic Ocean to the Persian Gulf, and from Hungary to Korea.

SOURCE 5 Despite the Mongol army's domination of much of Asia, attempts to conquer Japan failed, as shown in this nineteenth-century Japanese woodcut. In both 1274 and 1281, Mongol invasions were thwarted by a combination of resistance from Japanese warriors and destructive typhoons, which shattered the Mongol ships and killed many thousands of the Mongol invaders.



10.6 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. How many warriors constituted a tumen?
2. Begin a timeline of the history of Mongol expansion, beginning with the conquest of the Jin. Leave enough room so that, as you learn more about the creation of the Mongol Empire, you can continue adding details of events and personalities to your timeline.
3. Write a bullet point summary of the key features of the Mongol army.

Apply your understanding

4. The Mongol Empire continued to expand after the death of Genghis Khan. Refer to **Source 4** to answer the following questions.
 - (a) How far west did Genghis Khan's campaigns go?
 - (b) Which three Asian empires were conquered by the Mongols?
 - (c) What region was the focus of Kublai Khan's campaign and empire?
 - (d) What city was at the centre of the Mongol lands?
 - (e) Which modern countries were once part of the Mongol Empire?
5. Imagine you have been given the task of training a group of young Mongol warriors. Refer to **Sources 1–3** to write a speech you will present to your trainees clarifying how they should dress, the skills they will need and the rules they will have to follow.

- Source 5** depicts the sinking of a Mongol ship in a typhoon and is drawn in a traditional Japanese style. Referring to previous images in this topic, redraw this scene in a traditional Mongol style. You may like to do further research on Mongol art to help you. How might a Mongol artist have depicted this scene differently?
- Based upon what you now know about the Mongol army's strategy, write two short accounts of one of the final battles before the fall of the southern Song stronghold during the siege of 1276. The first should be written from the perspective of a member of the Song royal family and the second from the perspective of a Mongol warrior.

myWorldHistoryAtlas

Deepen and check your understanding of the topic with the following resources and auto-marked questions:

➤ **Mongol Empire**

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Complete this digital doc: Worksheet 10.3: Mongol warriors



Explore more with this weblink: Mongol Empire warfare game

10.7 Mongol rule — the Yuan dynasty

10.7.1 Yuan dynasty

Now the emperor of China, Kublai Khan named his new dynasty *Yuan*, meaning ‘creative force’. He abandoned the old Mongol capital of Karakorum and established the imperial Chinese capital in the modern-day city of Beijing, where he developed a very different style of government that blended Mongol and Chinese traditions. By doing so, he created a Chinese state that was bilingual, multicultural and tolerant of religious differences.

Yuan government

Kublai Khan brought Confucian scholars to his court to help govern Yuan China. He appointed a General Secretariat, composed of 14 trusted officials, to enforce his laws and ensure efficient government. The population of China was divided into four groups or classes:

- Mongols* — the elite of Yuan dynasty society who were given all the most important government jobs. The Mongols did not have to pay taxes and were granted large estates that were worked by Chinese peasant labourers.
- non-Chinese allies and mercenaries from the west* — appointed as government officials across the empire
- northern Chinese* — Khitans, Jurchens and Koreans
- southern Chinese* — all subjects of the former Song dynasty.

The northern and southern Chinese had limited rights, were punished more severely than non-Chinese, were forbidden to gather in public and paid heavy taxation to support the Yuan government.

10.7.2 Rebuilding China

Millions of workers were set the task of rebuilding China after decades of Mongol war and conquest. Transport links were constructed with thousands of kilometres of roads and a Grand Canal linking north and south China. To protect against possible famine, **granaries** were built throughout the empire.

SOURCE 1 A thirteenth-century painting of Kublai Khan, the first emperor of the Yuan dynasty. As emperor, the Khan placed the whole of China under Mongol control.



Kublai Khan built schools, hospitals and orphanages, and established a regular postal service connecting every corner of his Yuan kingdom. The Khan also sent explorers to map China's great river systems and record the geography of the vast land. This encouraged merchants to journey overland to the Middle East and South-East Asia, and eventually led to the development of trade links with Europe. In 1269 Kublai Khan established a printing office so that pamphlets could be published to communicate government decrees to the people. He also encouraged the printing of books on a wide range of subjects including agriculture, law, medicine, mathematics, art and history. Yuan dynasty printing presses were so widespread that books were mass produced and cheap to buy. Paper money was printed with such success that, for the first time in human history, paper money became the main form of currency.

SOURCE 2 The coat worn by the emperors in China showing the 12 symbols of power. The meaning of each symbol is provided.



- A Moon** — of Heaven and enlightenment
- B Fu** — justice
- C Water weed** — purity
- D Constellation** — Heaven and enlightenment
- E Axe** — punishment
- F Cups** — respect for parents

- G Sun** — Heaven and enlightenment
- H Dragon** — adaptability
- I Fire** — brilliance
- J Mountains** — Earth and protection
- K Pheasant** — literary achievements
- L Grain** — abundance for the people

SOURCE 3 Despite the positive achievements of the Yuan dynasty, the population of China plummeted due to the harsh conditions imposed upon them by Mongol rule. This Yuan-dynasty painting by a Chinese artist shows death luring a baby away from his sister. His mother is powerless to save him.



SOURCE 4 An excerpt from Samuel Taylor Coleridge's nineteenth-century poem *Xanadu*. The poem was based on Marco Polo's account of Kublai Khan's Summer Palace.

In Xanadu did Kubla Khan
 A stately pleasure-dome decree:
 Where Alph, the sacred river, ran
 Through caverns measureless to man
 Down to a sunless sea.
 So twice five miles of fertile ground
 With walls and towers were girdled round:
 And there were gardens bright with
 sinuous rills,
 Where blossomed many an incense-
 bearing tree;
 And here were forests ancient as the hills,
 Enfolding sunny spots of greenery.

Fantastic cities and ‘gardens bright’

Kublai Khan built a magnificent palace for himself in his winter capital, on the site of the ancient city of Chung-tu. He renamed it *Tai-du*, meaning ‘Great Capital’. The Khan’s city was an architectural marvel of Arabic, Mongolian, western Asian and Chinese styles. It was said that the elaborately decorated dining room seated more than six thousand guests. In inner Mongolia, approximately 300 kilometres north of Beijing, Kublai Khan built his summer city Xanadu. It was designed according to the layout of a traditional Chinese city, but also included many features of nomadic Mongolian culture. Here, the Khan slept behind screens of ermine skin to remind him of the hunt.

10.7 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Are the following statements true or false?
 - (a) Kublai Khan was the first emperor of the Yuan dynasty.
 - (b) Yuan government totally abandoned the traditions of Song China.
 - (c) The Yuan dynasty was tolerant of religious differences.
 - (d) All people living under the rule of the Khan were treated equally and protected by the law.
 - (e) Confucian scholars were banned from the Yuan dynasty court.

Apply your understanding

2. Describe how **Source 1** portrays Kublai Khan.
3. Identify the 12 symbols of power shown on the emperor’s robes in **Source 2**. Then write a letter to the Khan advising him on how he should behave and the personal qualities he would be expected to show as a ruler of China.
4. Examine **Source 3**. What comment is the artist making about life in Yuan China? Write a newspaper article depicting the plight of Chinese peasants during the Yuan dynasty.
5. Refer to the text and **Source 4**. Using the same **metre**, write your own poem about an aspect of Kublai Khan’s rebuilding of China.
6. Why do you think the symbols of power from **Source 2** were important to the Chinese?
7. If you were to design similar robes for the leader of China today, what symbols do you think should be included? Why?

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Complete this digital doc: Worksheet 10.4: The Yuan Dynasty

10.8 Culture and beliefs at the Khan’s court

10.8.1 Honouring China’s heritage

During the Yuan dynasty, the Khan’s court was the centre of political, artistic, philosophical and religious debate and expression. In order to maintain stability within the empire, the Khan sought to find a balance between Chinese and Mongolian culture.

The influence of royal women had begun with Genghis Khan’s mother. It continued into the reign of Kublai Khan. His wife, Chabi Khatun, played an important role in shaping the government of the empire when her support of Tibetan monks encouraged many members of the Mongol ruling class to convert to Tibetan Buddhism. The emperor’s mother, Sorghaghtani Beki, realised that Kublai Khan would need to understand the Chinese if he was going to successfully rule over the 100 million people of Yuan China, and encouraged him to study their belief systems. Taking his mother’s advice, Kublai Khan invited scholars and religious leaders to attend his court and debate matters of religious and philosophical importance. During the Yuan dynasty, Chinese religion, ideas, art and culture flourished.

Yin and yang

The Chinese believed that two opposing forces shaped the universe. Known as yin and yang, these forces were two halves of the same whole and could be seen in the rise and fall of the tides, the yearly cycle of the seasons and the cycle of night and day:

- Yin was the female forces — darkness, cold, wet, softness, earth, moon and even numbers.
- Yang was the male forces — brightness, heat, dryness, activity, heaven, sun and odd numbers.

The path to enlightenment

During the Song dynasty, three great religious traditions had merged to produce a set of beliefs and principles shared by Chinese people of all social classes:

- *Confucianism* — developed in the sixth century BCE by the Chinese philosopher Confucius, a philosophy that values qualities of honesty, morality, loyalty, self-sacrifice, love and good manners. Confucianism also taught people about their place in society.
- *Daoism* — a way of thinking based on the teaching of the philosopher Laozi who stressed the importance of living a simple life that honoured the natural world. Daoism eventually became a religion with deities, temples and priests, and taught people how to improve society by understanding their place in nature.
- *Buddhism* — a religion that came to China from India in the first century CE, Buddhism emphasised the need to reject material possessions as a path to enlightenment. Buddhism gave people a hope of life after death.

Art and culture

In Chinese culture, painting, poetry and calligraphy were known as the ‘three perfections’. Poets and painters aimed to express spiritual peace and tranquillity through their art, while the calligrapher aimed to capture the beauty of every line of a Chinese character. Traditionally, Chinese art was rich in symbolism. Plants and animals represented objects and ideas of importance.

- The butterfly represented the human spirit or joy.
- The chrysanthemum represented courage.
- The crane represented a long life and great happiness.

SOURCE 1 The relationship between yin and yang is often compared to the movement of the Sun over a mountain or valley. The yin is the shady place while the yang lies in the sunlight. Over the course of the day, the yin and yang change places, expressing their unity.



SOURCE 2 In this seventeenth-century painting the farmer and his family are shown making offering to the gods at the family shrine. Even the poorest home had a shrine located in the central part of the house where the names of ancestors were recorded and offerings of food, incense and flowers were made every day. Symbols that came from Buddhism, Daoism and Confucianism were included in daily religious rituals.



With Kublai Khan's encouragement, Chinese writers, painters and calligraphers recorded the history of the earlier Tang, Jin and Song dynasties. Although many Chinese artists agreed to work for their Mongol emperors, some expressed their true feelings about the Mongol **occupation** of China through art and literature.

The most highly regarded painters of this period were known as the *literati*. These scholarly Chinese artists turned away from depicting everyday life in China and concentrated on painting landscapes. Rather than painting images designed to please their audience, they sought to depict nature as *they* experienced it, a practice that would influence generations of artists to come.

SOURCE 3 In this poem, the hawk symbolises the Mongols and the thrush represents what remained of Chinese culture under Mongol rule.

In the eighth month the
Mongol hawk flies
low over the ground;
In a flurry [the thrush] takes
refuge under a tree.
The beautiful little bird knows
in advance to hide itself;
How much more should
people act according
to circumstances.

SOURCE 4 Huang Gongwang was the oldest of the four painters known as the Masters of the Yuan dynasty. This painting shows the Fuchun Mountains to which he retired after serving briefly in the Mongol administration.



DID YOU KNOW?

It was not until 1707 that the Europeans were able to imitate the Chinese process of producing porcelain.

10.8.2 Visiting the court of Kublai Khan

Kublai Khan's palace was a vibrant place full of visitors from around the Mongol Empire and beyond its borders. The Khan was attended by religious and political advisers, and encouraged the free exchange of ideas. Although the court was multicultural and was tolerant of its members practising different religions, it still had its share of conflict.

SOURCE 5 A modern artist's impression of the court of Kublai Khan



- A** Foreign dignitaries were welcome at the court of Kublai Khan. Such visits were an opportunity to increase trade between the East and the West.
- B** Under the rule of Kublai Khan, Tibetan Buddhism thrived and became one of the official religions of the Yuan dynasty.
- C** Women who were close to Kublai Khan were encouraged to engage in political discussions during his rule. His mother and wife were particularly influential.
- D** Confucianists, some of whom had advised the Song, were invited to the Khan's court. Xu Heng was a well-respected Confucianist and educator, and was appointed the first leader of the dynasty's National Academy in 1271.
- E** The court was filled with poets, artists and calligraphers, whose work was displayed for all to see. Influential poets included Zhang Yanghao, who challenged government policies, and Huang Gongwang, who was one of the four great painters of the Yuan dynasty. After retiring to the mountains, he spent three years painting one scroll.
- F** Diet was of great importance. It was believed many diseases could be cured or prevented through diet alone. Assorted foods that may have been eaten included duck, chicken, fish, rice and vegetables.
- G** In the thirteenth century, the court of Kublai Khan regularly saw high-level meetings between the Mongolian ruling class and dignitaries from around the world. Through these meetings, ideas flowed into China, while tales of the now-famous emperor spread all over the world.
- H** During the Yuan dynasty, there were many debates between Daoists and Buddhists at the Khan's court. After losing a debate in 1281, Kublai Khan ordered many Daoist texts to be burned.

10.8 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Create a poster expressing the different religious traditions and beliefs of China. Start your poster by writing the heading *Religion and beliefs* in the middle of a blank piece of paper. List the variety of beliefs that guided the Chinese people and explained their world. Place your list around the heading with a brief description of the meaning of each belief. Complete your poster with an illustration based on the source images.
2. Match the word in column A with the description in column B

Column A	Column B
Butterfly	The art of writing Chinese characters
Yin	One of the three Chinese perfections
Crane	An image representing joy and the human spirit
Poetry	Symbol of darkness, cold and wet
Calligraphy	An image representing long life and happiness

Apply your understanding

3. In Song China it was said that ‘the three teachings flow into one’. Describe how the harmonious relationship between China’s three main beliefs has been expressed in **Source 2**.
4. Examine **Source 3**. Explain the symbolism of the birds and the message the Chinese artist is expressing.
5. Imagine you have the opportunity to talk to the poet of **Source 3**. Compose a series of questions you can ask him to find out more about his perception of Yuan art, literature, beliefs and values. Do you think these views would be shared by Huang Gongwang? Why or why not?
6. Write a short report entitled *Art and beliefs during the Yuan dynasty*. Refer to all the information — both text and images — supplied in this subtopic.
7. Is it fair to describe Kublai Khan’s rule as an ‘occupation’ of China? Why or why not?
8. Imagine you have been invited to visit the Khan’s court in order to share your ideas on religion or politics. Write a short piece describing your feelings upon approaching his court for the first time.
9. Using the internet or your library, research one of Confucianism, Daoism or Tibetan Buddhism and answer the following:
 - (a) How and where did this belief system begin?
 - (b) When and how did it enter China?
 - (c) Why might it have appealed to the people of China during this time period?
 - (d) How may its teachings have guided Kublai Khan in ruling over the Chinese people?
 - (e) Are these teachings still relevant to our lives today? Explain your answer.

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Complete this digital doc: Worksheet 10.5: Court culture

10.9 The travels of Marco Polo

10.9.1 Building ties with the Far East

In 1260 two brothers, Nicolo and Maffeo Polo, departed from the rich Italian trading city of Venice on a long and dangerous journey to China. They eventually arrived in China by way of the ancient trade route known as the Silk Road. Like many before them, they were amazed by the grandeur of Kublai Khan’s court and the splendour of his palace.

Kublai Khan was fascinated by the Polo brothers and their distant homeland. He was keen to learn more about their strange beliefs and customs, so he invited European teachers and Christian missionaries

to Yuan China. The brothers returned to Europe as **ambassadors** for the Yuan dynasty.

In 1271 the Polo brothers left Venice for China once more, this time with the task of presenting a message from the Pope to the Great Khan. The brothers were accompanied by Nicolo's young son, Marco. After a four-year journey through the Holy Land, Persia and Tartary, they entered the Khan's court in Cambuluc (Beijing), where they received a warm welcome.

10.9.2 Marco Polo becomes the Khan's ambassador

While Nicolo and Maffeo concentrated on establishing trade between China and Europe, Marco studied the Mongol language and culture. When Kublai Khan asked him to travel for six months to a distant part of his territory, Polo agreed and brought back a number of relevant observations that the Khan's older advisers had failed to notice. He spent the next seventeen years of his life as the Khan's trusted adviser and ambassador, carrying messages and collecting information and even taxes for the Yuan Empire. Having gained the Khan's trust, he was promoted to governor of the city of Yangzhou.

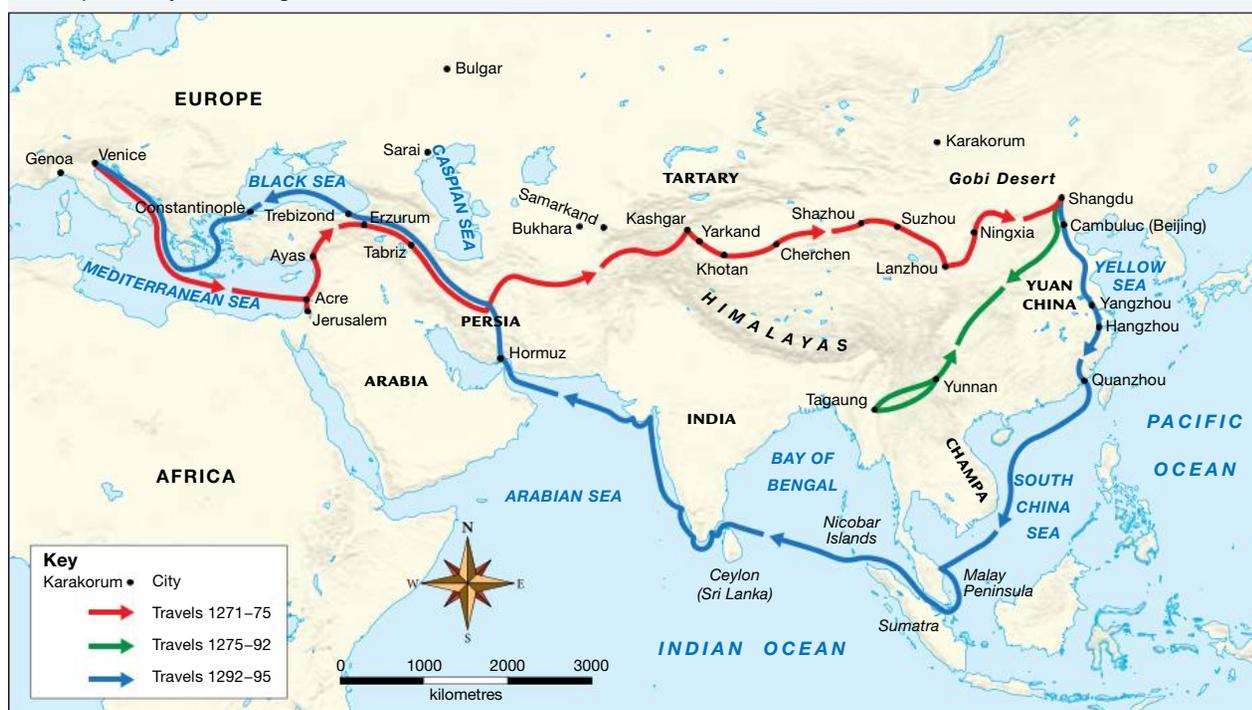
SOURCE 1 An eighteenth-century illustration showing the Polos setting sail for China



SOURCE 2 This thirteenth-century French illustration shows Marco Polo arriving at the court of Kublai Khan with his father, Nicolo, and his uncle, Maffeo.



SOURCE 3 Polo's work for the Khan would take him around Asia and Europe and through many of the lands conquered by the Mongols.



Source: Map drawn by Spatial Vision.

Spreading the legend

Marco Polo returned to Venice in 1295, but his adventures did not end there. After accepting the position of ‘gentleman commander’ of a Venetian galley, he joined the battle of Curzola. With the Venetian Navy defeated, he was taken prisoner by the Genoese.

Between 1296 and 1297, Marco Polo was held as a prisoner in the city of Genoa, during which he told the story of his remarkable travels to a writer named Rusticello of Pisa, a novelist who had previously written *The Romance of King Arthur*. Based upon their conversations, Rusticello of Pisa wrote *The Travels of Marco Polo*, which was peppered with tales of strange customs and legends, marvellous creatures, powerful warlords and lands of untold wealth.

How much of *The Travels of Marco Polo* is true was questioned by people in the fourteenth century but, even on his deathbed at the age of 70, the intrepid explorer insisted that *The Travels* was a true account of his experiences. When asked by a priest to retract his ‘fables’, Marco Polo said, ‘I have not told half of what I saw.’ Whether the stories were true or not, what cannot be questioned is Marco Polo’s influence on the popular imagination of the day. When Christopher Columbus set off to find China more than a century after Polo’s death, he carried a copy of the book with him. To Columbus, as to many others, Marco Polo was both inspiration and guide.

SOURCE 4 As an ambassador for Kublai Khan, Marco Polo was given the duty of retrieving a holy Buddhist relic from Sri Lanka — the tooth of Buddha.

... They succeeded in getting two of the grinder teeth, which were passing great and thick; and they also got some of the hair, and the dish from which that personage used to eat, which is of a very beautiful green porphyry. And when the Great Kaan’s ambassadors had attained the object for which they had come they were greatly rejoiced, and returned to their lord.

SOURCE 5 In *The Travels of Marco Polo*, experiences are often ‘larger than life’, leading to claims by many people that the book was more fiction than fact. Some people have even claimed that Marco Polo never made it to China.

... I will tell you another very wonderful thing; for there are men in this kingdom who have tails like dogs, larger than a palm, and who are covered with hair. They remain in the mountains, never visiting the towns. There are unicorns, with various beasts and birds for hunting.

10.9 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Imagine that you are Rusticello of Pisa and you have just heard Marco Polo’s story. Refer to the text to write a diary entry recording key points of what he has told you and your amazement at his remarkable journey.

Apply your understanding

2. Based upon **Sources 4** and **5**, what descriptive language did Rusticello of Pisa use to create a sense of excitement about the travels of Marco Polo?
3. Use the sources and information in this subtopic as the basis for a children’s storybook or cartoon strip, illustrating one significant event from the adventures of Marco Polo. Design your book or cartoon to tell the story with the same sort of imagination that excited the European world for centuries. Some suggested ‘episodes’ are:
 - (a) The journey begins
 - (b) Pageantry and decoration in the Khan’s court
 - (c) Finding the tooth of Buddha
 - (d) Capture in Genoa (you may need to consult other sources to accurately depict this episode in his journey).
4. What sort of person was Marco Polo? How can you tell?
5. With a classmate, discuss whether or not you think *The Travels of Marco Polo* was a true account. Find evidence to support your opinion.
6. Based upon what you know of Kublai Khan, would he have been happy with the publication of *The Travels of Marco Polo*? Explain.

10.10 Defeat of the Mongol Empire

10.10.1 A failing leadership

From its humble beginnings on the Steppe, the Mongol Empire grew to become the largest land empire the world has ever seen. Although its beginning was marked by military conquest and unity between the tribes, its end was marked by corruption, in-fighting and the rebellion of its citizens.

When Kublai Khan died in 1294 he was succeeded by his grandson Temur, who called himself Emperor Chengzhong. Temur ruled according to his belief in the principles of Confucianism and worked towards establishing a more just society:

- he brought northern and southern Chinese into the government
- he held an investigation into government corruption and found 18473 officials guilty of stealing from the state.

Following Temur's death in 1307, the Yuan leadership was in an almost-constant state of flux, with seven emperors taking the throne within twenty-five years. These emperors lacked Kublai Khan's strength and vision, and were increasingly distrusted by Mongolians because they were seen as being too Chinese. In trying to re-establish their Mongolian identity, these emperors distanced themselves from Chinese society by passing harsh laws discriminating against the Chinese. The Chinese continued to regard the Yuan emperors as foreigners heading an occupying army. Over time, Yuan government became weak and corrupt.

SOURCE 1 To many cultures, the Mongols always remained 'barbarians'. This Japanese artwork depicts the Mongols as lacking sophistication.



SOURCE 2 In the first century BCE, the historian Yuan Káng explained the Chinese belief in the **mandate** of heaven and the principles of good government.

The king Tsu Chia [from the Shang dynasty] had been one of the ordinary people. When he came to the throne he knew what the people needed and so was kind and protective towards them. He didn't dare treat with contempt those who needed him. He remained on the throne for 33 years ...

The kings of the later Shang dynasty did not know anything of the hardships of the peasants and so did not know their people. They didn't know anything except the pursuit of pleasure; and so not one of them had a long life. They only ruled for three or four years.

For generations, Mongol women had been noted for their independence and the influence they held within traditional Mongol society. By the fourteenth century, however, the granddaughters of Kublai Khan no longer played a prominent role in government. Although the binding of the feet of the Song Chinese women was never accepted by Mongol rulers, life for the women at the Yuan court had become more limited, reflecting the adoption of Imperial Chinese traditions. As the Mongols of Persia embraced Islam, women's traditional Mongolian dress was replaced by the **chador**, a symbol of **piety**.

10.10.2 Rebellion and secret societies

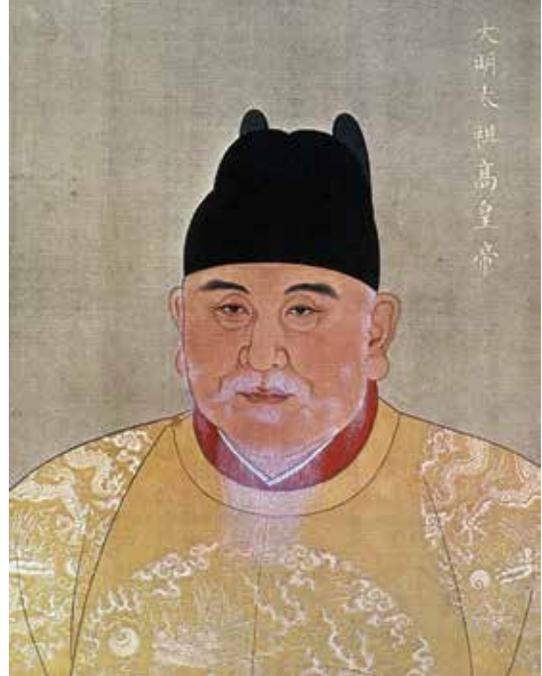
With their leadership weakening, the powerful Mongol clans began fighting with each other and disobeying the emperor. During the fourteenth century, there were numerous Mongolian rebellions against the Yuan and China was hit by a series of natural disasters. The Yellow River broke its banks, thousands drowned and China starved in the terrible famine that followed the flood. The Yuan government increased the suffering of the Chinese people when it forced armies of Chinese peasants to work on the rebuilding of the Yellow River's **dykes** and waterways. As conditions worsened, rebellion spread.

Zhu Yuanzhang

Chinese hatred of Mongol rule led to the growth of Chinese secret societies and rebellions against the Yuan dynasty. The most successful rebel leader was a peasant named Zhu Yuanzhang. After his family died in the famine, he became a bandit and rebel leader. In 1356, Zhu Yuanzhang led an army of rebels to capture the strategically important city of Nanjing. Over the next decade, from his stronghold in Nanjing, Zhu Yuanzhang used his knowledge of military strategy and government policy to extend his control over all of southern China. In 1368, he moved his army north and captured Beijing without a fight. Victorious, Zhu Yuanzhang declared himself the first emperor of the Ming dynasty, meaning 'brilliance'.

The last Yuan emperor, Toghun, fled Beijing and the Mongols retreated with him to the vast grasslands and open plains of their homeland. Only a century after the death of Genghis Khan, the mighty Mongol Empire had fallen.

SOURCE 3 Zhu Yuanzhang rose from humble beginnings to lead the rebellion that destroyed the rule of the khans.



10.10 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Explain how and why the Yuan dynasty fell.

Apply your understanding

2. There are many Chinese artworks similar to **Source 1** that depict Mongols in unflattering ways. Suggest what it tells historians about Chinese attitudes towards the Yuan dynasty.
3. Read **Source 2** and then refer to the text to consider how, in the eyes of their Chinese subjects, the khans of the Yuan dynasty broke the 'mandate of heaven'.
4. Using **Source 3** and the information in this subtopic, write a headline and news bulletin reporting on the activities of the rebels led by Zhu Yuanzhang.
5. Imagine you are a Mongol artist and have been asked to make alterations to the artwork in **Source 1**. Explain the changes that you intend to make to communicate your sense of Mongol leadership.

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Complete this digital doc: Worksheet 10.6: Decline and defeat

10.11 The Mongol legacy

10.11.1 Pax Mongolica

The rule of the khans led to a period in the thirteenth and fourteenth centuries of relative peace across their realm. This peace, referred to by Western scholars as *Pax Mongolica*, or the ‘Mongolian peace’, broke down the walls separating the great civilisations of Europe from those in the Middle East and Asia. During the rule of the khans, different ways of living and different belief systems were brought together: farmers and nomads; Asians and Europeans; and Christians, Muslims and Buddhists. Mongol control of the Asian trade routes gave protection to the caravans of precious goods, and encouraged European merchants to make the long journey to the Far East. During the reign of the khans, the region was so tightly controlled that it was said ‘a maiden bearing a nugget of gold on her head could wander safely throughout the realm’.

As people and their trade goods moved back and forth across the Eurasian world, they brought with them skills and understanding. European travellers to China brought goods such as silver, fine cloth, horses, linen and musical instruments, and important foods like the cereal grass *sorghum*. They also spread technical knowledge of processes such as sugar refining and **distillation**. From Persia, Europeans gained Islamic insight into mathematics, astronomy and science. From China, they adopted the wonderful technical, medical and scientific advances pioneered by the Song dynasty, including:

- printing
- new methods of paper making
- the magnetic compass
- gunpowder
- porcelain.

The Mongols created the first paper money accepted by any government as payment for tax, and the value of Yuan dynasty paper money was guaranteed through exchange for gold or silver. The long distance trade of the Pax Mongolica introduced new ways for people to do business:

- merchants could use bills of exchange rather than having to carry metal coins
- a banking system that allowed deposit and withdrawal of money
- insurance for valuable cargo.

SOURCE 1 The cultural and technological legacy of the Mongol Empire



SOURCE 2 Marco Polo described the making and use of paper money in Yuan China.

In this city of Kanbalu is the mint of the grand khan, who may truly be said to possess the secret of the alchemists, as he has the art of producing money by the following process. He causes the bark to be stripped from those mulberry-trees the leaves of which are used for feeding silk-worms, and takes from it that thin inner rind which lies between the coarser bark and the wood of the tree. This being steeped [soaked], and afterwards pounded in a mortar, until reduced to a pulp, is made into paper ... but quite black. When ready for use, he has it cut into pieces of money of different sizes, nearly square, but somewhat longer than they are wide ...

The coinage of this paper money is authenticated with as much form and ceremony as if it were actually of pure gold or silver; for to each note a number of officers, specially appointed, not only subscribe their names, but affix their signets also; and when this has been regularly done by the whole of them, the principal officer deputed [appointed] by his majesty, having dipped into vermilion [red] the royal seal ... stamps with it the piece of paper, so that the form of the seal tinged with the vermilion remains impressed upon it, by which it receives full authenticity as current money, and the act of counterfeiting it is punished as a capital offence.

The cities of the Pax Mongolica trading empire grew rapidly in size, prospering from the influx of European money. Within the multicultural Mongol empire, freedom of religion was guaranteed, as was the safety of envoys or ambassadors from foreign lands. The Yasa provided the principles of law and order that governed Mongol territory. With each Mongol victory, civilisations were joined, new trade routes established and new technological and economic advances made. In bringing together these diverse people and cultures, the Mongol Empire began to shape the modern world.

SOURCE 3 A traditional Mongolian artwork showing polo, a game played by the Mongols to develop their horsemanship skills. This sport is still played today.



But not everybody was guaranteed safety within the realm of the khans. The suffering of the Chinese people under Mongol rule can be judged by the number of people who did not survive. The total population of China is estimated to have been approximately 120 million when the Mongol invasion began in 1225; by the end of the Yuan dynasty, it had fallen to 85 million.

10.11 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Imagine you are a Yuan dynasty official. Write a short speech summarising the biggest changes to China under Mongol rule.
2. Who gained the most from the Mongol expansion? Who lost the most?
3. Explain the term *Pax Mongolica*.

Apply your understanding

4. **Source 1** depicts a number of cultural and technological items introduced to the world by the Mongol Empire. Which do you think has had the most significant impact upon the world? Justify your answer.
5. In **Source 2**, Marco Polo depicts money-making as an almost mythical process. Which words and phrases contribute most to this sense that the process is 'other-worldly'?
6. **Source 3** is a traditional illustration of a popular Mongolian pastime. Using a similar style, illustrate part of the money-making process described in **Source 2**.
7. Was the term *Pax Mongolica* an appropriate description for the Mongolian Empire? Why or why not?
8. Was the legacy of the Yuan dynasty positive or negative? Explain.
9. What could we learn today from the successes and failures of the Yuan Empire?

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Complete this digital doc: Worksheet 10.7: The Mongol legacy

10.12 SkillBuilder: Recognising different perspectives

10.12.1 What is perspective in history?

It is said that history is written by the victors. In many cases, this is true. In the case of the Mongol expansion, however, it is important to remember that the Mongols were mostly illiterate. Therefore, much of the empire's written history was created by their literate enemies and allies.

The importance of recognising different perspectives

When you are trying to understand historical events, places or people, it is important that you find a balance of sources. When investigating the world of the Mongols, these sources may include written accounts, pictures and other artwork, and artefacts. Some sources might have been created by the Yuan dynasty and others by the people they came into contact with at the time. History texts can also be reliable sources because their authors have the benefit of hindsight.

10.12.2 How to recognise different perspectives

When using sources, it is essential that you determine how reliable they are. You can do this by asking a number of questions. Note that not all of these questions will apply to all sources.

1. When was this source created?
2. Who created this source and why?
3. Who was the intended audience of this source, and how might this have affected its construction?
4. In what ways does this source confirm or refute what I already know?
5. How reputable was its creator(s)?
6. How might the political/social/cultural pressures of the time have influenced the creation of this source?

Only after you have found a number of sources, and assessed their strengths and weaknesses, can you say you have a balanced picture of history.

An example

Source 1, an excerpt from a book written by the Franciscan friar John of Plano Carpini, is used as an example of how the previous questions could be answered.

SOURCE 1 In the thirteenth century, a Franciscan friar named John of Plano Carpini was sent to Mongolia by Pope Innocent IV, who, like many other European rulers, was worried by the rapid expansion of the Mongol Empire. The friar met with Khan Kuyuk to ask him to stop attacking Christian land. The friar's book, *History of the Mongols*, outlines some of the Mongol beliefs and customs, which the friar viewed as threatening and primitive.

Although they have no law concerning the doing of what is right or the avoidance of sin, nevertheless there are certain traditional things, invented by them or their ancestors, which they say are sins; for example to stick a knife into a fire, or even in any way to touch fire with a knife, or to extract meat from the cauldron with a knife, or to chop with an axe near a fire; for they believe that if these things were done, the fire would be beheaded ... On the other hand, to kill men, to invade countries of other people, to take the property of others in any unlawful way, to commit fornication, to revile other men, to act contrary to the prohibitions and commandments of God, is considered no sin by them.

1. *When was this source created?* This book was based upon the friar's journey in 1245–47.
2. *Who created this source and why?* Friar John of Plano Carpini wrote this book after visiting Khan Kuyuk to plead, on the Pope's behalf, for him to cease his attacks on lands occupied by Christians.

The book focuses on the Mongols' customs, religion and culture, as well as the best way to resist their army.

3. *Who was the intended audience of this source, and how might this have affected its construction?* Pope Innocent IV was the primary audience. The fact that he perceived the Mongols as a threat to the Christian way of life seems to have coloured many of the friar's descriptions.
4. *In what ways does this source confirm or refute what I already know?* This source highlights the often brutal practices of the Mongols, particularly during times of war. However, from other sources, we know they were often tolerant of people of other religious persuasions, including Christians.
5. *How reputable was its creator(s)?* This is hard to say for certain without further research. The book is noted for being one of the more accurate books of its sort written during this period; however, the friar's Christian beliefs and loyalty to the Pope may have affected his depiction of the Mongols' way of life.
6. *How might the political/social/cultural pressures of the time have influenced the creation of this source?* The Pope, like many other world leaders, was afraid of the khan's power and his apparent disregard towards Christians. The friar seems to have responded to this by highlighting the more threatening aspects of Mongol culture.

10.12.3 Developing my skills

Examine **Source 2**, from the writings of Marco Polo, and answer the questions about author perspective. (You may wish to refer to subtopic 10.9 to find out more about Marco Polo and his book.)

1. When was the source created?
2. Who created this source and why?
3. Who was the intended audience of this source, and how might this have affected its construction?
4. In what ways does this source confirm or refute what I already know?
5. How reputable was its creator(s)?
6. How might the political/social/cultural pressures of the time have influenced the creation of this source?

SOURCE 2 An excerpt from *The Travels of Marco Polo*, written in the thirteenth century

Marco Polo was an employee of the Yuan dynasty and one-time governor of a major Chinese city.

The great khan, lord of lords, named Kublai, is of a fine middle size, neither too tall nor too short; he has a beautiful fresh complexion, and well-proportioned limbs. His colour is fair and vermeil like the rose, his eyes dark and fine, his nose well formed and placed ... He maintains also a number of concubines. There is a race of Tartars who are called Migrat or Ungrat, and are a very handsome people. From them are selected 100 girls — the most beautiful in all their country, who are conducted to court ... It may be asked, if the people of this province do not feel aggrieved by having their children thus forcibly taken away. Assuredly not; on the contrary, they regard it as a favour and an honour; and the fathers feel highly gratified when their daughters are thus selected. If, says one, my daughter is born under an auspicious planet, his majesty can best fulfill her destiny by marrying her more nobly than I can do. On the contrary, if the young lady, by bad conduct or any misfortune, be found disqualified, he attributes the disappointment to her malignant stars.

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Complete this digital doc: Worksheet 10.8: Recognising different perspectives

10.13 Research project: An interview with Genghis Khan

10.13.1 Scenario and task

The ABC's *Time Travellers* is a well-known radio series. It features fictional but historically accurate interviews between real historical figures and a time-travelling journalist named Gus. The Australian History Society wants you, an expert in the field of the Mongol expansion in the thirteenth century, to construct a historically accurate interview for part of a segment to be aired about the great warrior leaders of the past.

Your focus is the period when the Mongols had consolidated their power by conquering what is now northern China, around 1215 CE. Your task is to *write and record* an imaginary radio interview of 2½–4 minutes with Genghis Khan. You will need to work in pairs; one person will play the role of Genghis Khan and one person will be Gus, the journalist. Your primary responsibility is to make the interview historically accurate in terms of facts and dates. *Hint:* It is a good idea to give the interview a key focus. What will your lead question be? The lead or opening question is often a good signpost for the key theme or focus of an interview.



10.13.2 Process

- Research key events in Genghis Khan's life, as well as the daily life and the class structure of Mongol society at the time.
- Download the documents provided in the Resources tab to help you create a realistic and meaningful interview. First you will create a character chart for Genghis Khan. This will help you plan his responses to the interviewer's questions.
- Use the 'What makes something newsworthy?' document to help you frame effective journalistic questions. Remember your audience and purpose — to create a simulated radio interview that makes the listener feel the events are current and newsworthy.
- Use the 'Writing dialogue that sounds real' document to help you plan your interview. You could also look on the ABC website and find transcripts of real interviews from radio programs to use as a model.
- Write your interview script and then rehearse it (try to get it sounding natural).
- Record your interview and when happy with the final result submit for assessment.

Hint: If possible, try recording your interview outdoors away from traffic or other sounds from modern society. This will give your interview more credibility.

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Go online to access additional resources such as templates, images and weblinks.

10.14 Review

10.14.1 Review

In this topic, we have learned about the sharp rise and fall of one of the world's greatest empires, as well as the leaders at the heart of it. We have explored the contrasts of the Yuan dynasty, from its violent conquests to its tolerance of different beliefs and promotion of multicultural city centres. We have also considered the different experiences of those living within the Mongols' realm during their century-long rule.

KEY TERMS

- ambassador** an authorised messenger or representative
blockade the shutting off of a location to prevent entry or exit
cavalry a unit of the army mounted on horseback
chador a dark dress or cloak that covers the body and face below the eyes
civil servant a person who works for the public
civilian an ordinary citizen
courier a messenger, often carrying important government documents
distillation the purification or concentration of a substance
dyke a barrier or bank of earth for controlling water of the sea or river
dynasty a sequence of rulers from the same family
granary a storehouse for grain
imperial the rule of an emperor or something belonging to an empire
literacy to be able to read and write
magistrate a minor judicial officer
mandate a command or order from a superior power
mercenary a soldier who fights for money rather than for patriotic reasons
metre arrangement of words in measured, patterned or rhythmic lines or verses
mutton the flesh of a mature sheep used as food
occupation invasion, conquest, and control of a nation or territory by foreign armed forces
piety religious devotion
porter a person who carries luggage and heavy loads
reconnaissance a search made to gain military information
rickshaw a small two-wheeled vehicle pulled by a man
siege capturing a protected place by surrounding it and cutting off supplies
steppe a vast plain without trees
tribute a tax or regular payment given to ensure protection or peace
ward a district in a city or town

10.14 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Multiple choice quiz 

Short answer quiz

1. What was the name of the Chinese capital under the Jin dynasty?
2. What was the childhood name of the leader who united the Mongol tribes?
3. What does the name *Genghis Khan* mean?
4. Why was the Silk Road so important to Genghis Khan?
5. In what year did Genghis Khan conquer the Jin?

6. Where did the last of the Song take refuge and how were they finally defeated?
7. What does the name *Yuan* mean?
8. Name one artist and one writer who was well-known during the Yuan dynasty.
9. Which Asian nation defeated Mongol ships on two separate occasions?
10. Name three things that Kublai Khan built or rebuilt after conquering China.
11. Explain one of the following terms in your own words: Daoism, yin and yang, or Confucianism.
12. Where did Marco Polo travel on his journeys?
13. Why have the thirteenth and fourteenth centuries been referred to as the age of the Mongols?

Apply your understanding

14. **Sources 1** and **2** are evidence of some aspects of traditional Chinese and Mongol life and culture. Referring to these sources, list some of the activities or daily tasks that would have been common at that time.

SOURCE 1 A Song dynasty painting of a peasant family at work



SOURCE 2 An illustration from a medieval manuscript showing a sultan resting his horse while fleeing the army of Genghis Khan



15. In pairs, discuss the ways in which life would have been different in a Mongol or Song dynasty community from what we experience in modern-day Australia.
16. Write a letter to a newspaper identifying what our modern society could learn from these traditional ways of life.

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Go online to access additional end of topic resources such as interactivities and printable worksheets.

-  **Try out these interactivities:** Mongol expansion timeline (int-2952)
Mongol expansion crossword (int-4111)
-  **Complete these digital docs:** Worksheet 10.9: Crossword
Worksheet 10.10: Summing up
Worksheet 10.11: Reflection

Back to the big questions

At the beginning of this topic several big questions were posed. Use the knowledge you have gained to answer these questions.

1. What was China like before the Mongol invasion?
2. What alliances were important to the success of the Mongol Empire?
3. How did technology assist Genghis Khan in his ambition for conquest?
4. How did Genghis Khan's rule differ from that of his descendants?
5. How did the Mongol Empire reshape the world?
6. What led to the collapse of the Mongol Empire?

TOPIC 11

The Black Death — a 14th century plague

11.1 Overview

Numerous **videos** and **interactivities** are embedded just where you need them, at the point of learning, in your learnON title at www.jacplus.com.au. They will help you to learn the content and concepts covered in this topic.

11.1.1 Links with our times

In 1997, eighteen people in Hong Kong were infected with a form of influenza unknown in human beings. Six of them died. Their disease was identified as a type of flu previously found only in poultry such as chickens, ducks and geese. It was the first time this type of flu had crossed from birds to humans, and it became known as ‘bird flu’ or ‘avian flu’. In 2005 this strain of flu was discovered in migratory birds in China and Central Asia. The newly appointed United Nations Coordinator for Avian and Human Influenza warned that the spread of this form of the disease could kill anywhere from 5 to 150 million people worldwide. The very mobile nature of migratory birds increased the level of fear and panic at the time. Fortunately, the worst predictions were not realised — but why would we panic about such a disease?

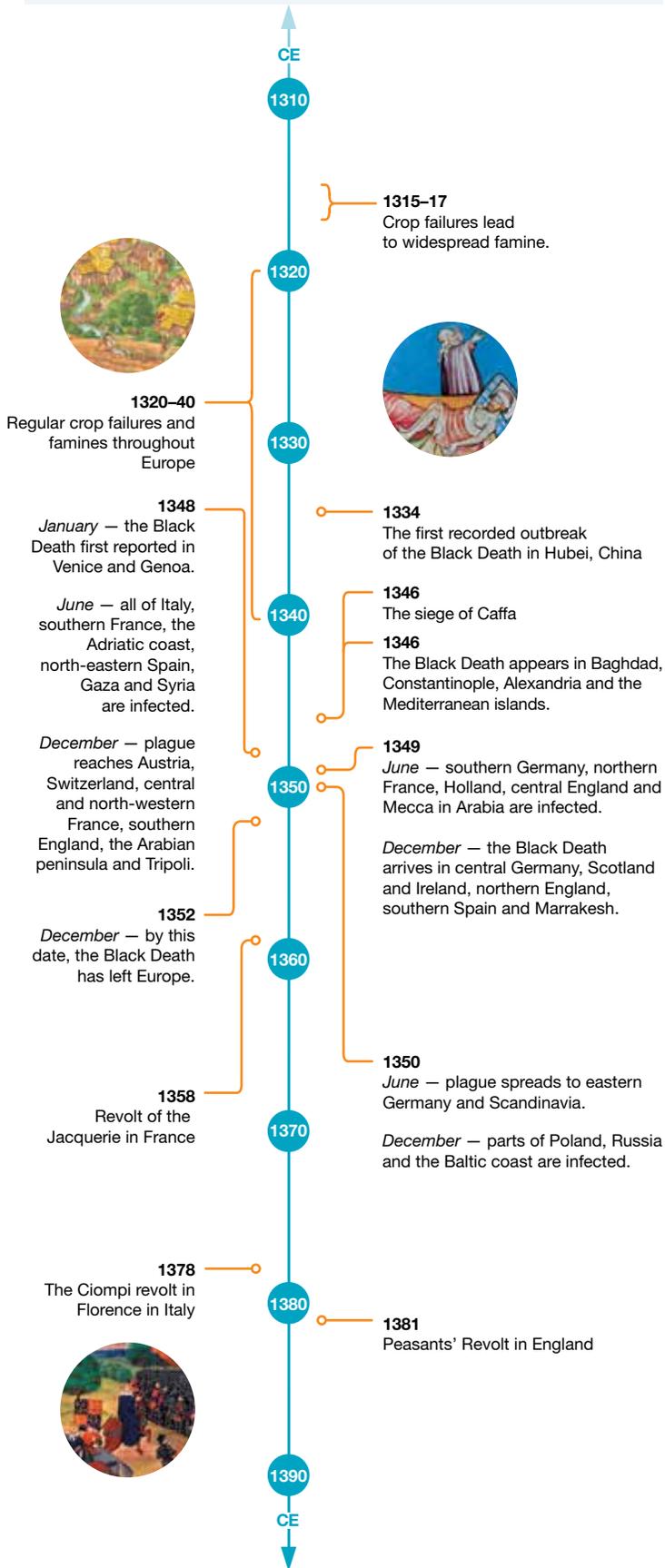
Two examples, one from recent history and one from medieval history, can help us answer this question. Between 1918 and 1920 an extremely infectious type of influenza known as the Spanish Flu spread from the United States to virtually all parts of the world, killing over 50 million people. When an infectious disease spreads across a significant part of the world and causes illness in large numbers of people, it is known as a *pandemic*. More people died of the Spanish Flu than had been killed in World War I.

Although it happened many hundreds of years ago, the horror of the Black Death pandemic of the fourteenth century still has a strong influence on us. Millions of people died a horrible death from this disease and were completely powerless to prevent or treat it. When new illnesses suddenly arise, with no apparent treatment, it is not surprising that our historical experiences lead us to fear the possible consequences.

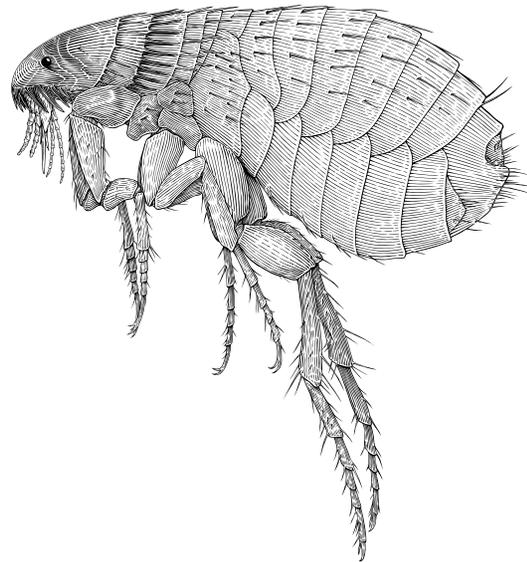
SOURCE 1 This painting by early sixteenth-century painter Matthias Grunewald conveys some of the horror of the Black Death that devastated Europe, Asia and North Africa.



SOURCE 2 A timeline of the Black Death in Asia, Europe and North Africa in the fourteenth century



SOURCE 3 The bacteria that caused the Black Death were transmitted by fleas living on the bodies of black rats.



Big questions

As you work through this topic, look for information that will help you to answer these questions:

1. What was the Black Death, and how did it cause the death of so many people?
2. How did fourteenth-century living conditions and the state of medical knowledge leave the population defenceless against serious disease?
3. Why did the Black Death break out when it did, and where did it spread?
4. How did people attempt to deal with the disease?
5. What were the consequences of the Black Death in Europe and other parts of the world?

Starter questions

1. Can you think of any recent health scares that have caused concern in different parts of the world?
2. What is a pandemic? Do you think HIV/AIDS is considered a modern pandemic?
3. Why is it possible for disease today to spread rapidly to all parts of the world?
4. What do you think would be the consequences today if we suffered from a pandemic that killed one-third of the world's population?

11.2 How do we know about the Black Death?

11.2.1 Written sources and contemporary art

The Black Death was a catastrophic event that had a huge impact on all the countries it passed through. There are many types of primary and secondary sources that help historians understand this event, particularly its effects in Europe. For example, there are a large number of written accounts of how the plague affected people, and many artists also recorded their own observations in paintings and woodcuts.

Many written accounts of the Black Death survive to this day. In monasteries throughout Europe, monks took on the responsibility of recording in various **chronicles** the events occurring around them.

Individual writers such as Geoffrey the Baker or the monk Henry Knighton recorded the impact of the plague in England. In Italy, Agnolo di Tura described in detail the effect of the plague on the people of the city of Siena.

SOURCE 1 From Agnolo di Tura's *Description of the Black Death*, 1348

The victims died almost immediately. They would swell beneath the armpits and in the groin, and fall over while talking. None could be found to bury the dead for money or friendship. Members of a household brought their dead to a ditch as best they could, without priest, without divine offices. In many places in Siena great pits were dug and piled deep with the multitude of dead. And they died by the hundreds, both day and night, and all were thrown in those ditches and covered with earth. And as soon as those ditches were filled, more were dug.

The Italian writer Giovanni Boccaccio used the Black Death as a basis for his fictional work *Decameron* (see **Source 2**), and the poet Petrarch used his poetry to express his personal feelings about the huge loss of life caused by the disease.

Medieval church parishes kept written records of baptisms, marriages and deaths. Although the huge numbers killed by the Black Death often meant that priests or monks could not keep their records completely up-to-date, some quite accurate details of the deaths in particular parishes still survive.

Contemporary artists

Just as writers were keen to record the events happening around them, artists produced drawings and paintings showing many aspects of the Black Death. As well as illustrating the symptoms of the disease in their artworks, artists were inspired to explore themes of death and destruction.

The *danse macabre* (or 'dance of death') was a theme explored by many artists in the years following the Black Death (see **Source 3**). It demonstrated that life was fragile and that death would eventually affect everyone, no matter how rich or important a person might be.

SOURCE 2 Boccaccio's *Decameron* was written between 1349 and 1351 and contains descriptions of the effects of the Black Death on the population of the Italian city of Florence. This edition was printed in the sixteenth century.



11.2.2 Medical science

We do not know as much about how the plague affected Asia and Africa; however, advances in medical science in recent times have helped us to understand the nature and spread of the disease that savaged so much of the known world in the fourteenth century.

At the time of the Black Death, no-one had any idea of the actual causes of disease. It wasn't until the nineteenth century that medical science was able to identify disease-causing bacteria. By comparing the descriptions and drawings of the disease as provided by medieval writers and artists, medical scientists have been able to compare these symptoms with those of known diseases. This has allowed them to develop an explanation as to what caused the Black Death.

11.2.3 Archaeological evidence

Many medieval villages lost almost all their inhabitants during the Black Death. Many villages were left completely deserted at the time, while others were abandoned by the small number of surviving inhabitants in the years following the plague. These people found that the village could not function with its reduced population, and so they moved to other locations. Modern aerial photography can show us where these deserted medieval villages were once located (see **Source 4**).

SOURCE 3 The *danse macabre* was an artistic theme inspired by the effects of the Black Death.



SOURCE 4 The medieval village of Bingham's Melcombe in England was abandoned shortly after the Black Death. The location can be seen in this aerial photograph. The fourteenth-century church still survives.



11.2 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. What sources exist to help historians to understand the Black Death?
2. What was the *danse macabre*?
3. In which century was the cause of the Black Death identified?
4. How were scientists able to identify the disease-causing bacteria?
5. What impact did the Black Death have on villages?

Apply your understanding

6. Although Boccaccio's *Decameron* (see **Source 2**) is a work of fiction, it can still provide useful historical information. How can works of fiction help us to find out about the past?
7. Read **Source 1**. What does this source reveal about the symptoms of the plague?
8. How can archaeological evidence such as that in **Source 4** help us to understand the effects of the Black Death?
9. Explain the basic idea behind artworks associated with the *danse macabre* as shown in **Source 3**.
10. Why might church parish records of deaths caused by the Black Death not always be a reliable source of information about the impact of the disease?
11. Why would it be unlikely that primary sources could provide reliable information about the spread of the plague?

11.3 What was the Black Death?

11.3.1 Introduction — the Black Death

During the time the terrible disease known as the Black Death was killing so many people in all parts of the known world, no-one actually knew what caused it. Today we understand that the bite of a flea that lived on black rats helped spread the disease. However, this was completely unknown in the fourteenth century.

Why 'Black Death'?

There are a number of theories about the origin of the English name 'Black Death'. The most popular of these comes from the appearance of the disease in its final stages. At this time, small black or purple blotches appeared on the skin of those suffering from the disease, and this may have contributed to the name. In French, the disease was known as *morte bleue* ('Blue Death'). The Latin name *pestis atra* ('terrible plague') was widely used by educated writers of the time.

Three diseases in one

The Black Death appears to have been a combination of three related diseases, all of which had different symptoms and different ways of being transmitted to humans. The first of these was the bubonic plague. This was so named because of the 'buboes' that appeared on the victims' bodies. These buboes were pus-filled swellings of the **lymph nodes** in the groin, under the armpits and on the neck. This disease was not necessarily fatal by itself and recovery was possible. A far more severe form of the disease was the pulmonary or pneumonic plague. This form attacked the lungs and was always fatal.

SOURCE 1 The appearance of black or purple blotches on the skin is thought to be the origin of the name 'Black Death'.



SOURCE 2 The bubonic plague was so named because of the appearance of 'buboes', which were swellings of the lymph nodes. This illustration comes from a fifteenth-century manuscript.



The third form was septicaemic plague, which aggressively attacked the bloodstream. In this form the bacteria multiplied so fast that the person would die within hours of infection, with bleeding into the skin causing purple–black blotches to appear.

11.3.2 Origins and spread of the plague

Origins

Bubonic plague appears to be **endemic** to certain parts of the world, including western Arabia, Kurdistan, northern India and the Gobi Desert. It usually lies **dormant**, but at different times in history it has broken out in the form of major **pandemics**. In the sixth and seventh centuries CE it spread from Arabia, reaching Egypt in 542 and then spreading through Europe. It eventually reached Ireland in 664. In the 1890s, a pandemic that began in Yunnan Province in China spread to northern India, killing over six million people. In 1900 it arrived in Australia and killed over 550 people. Recent scientific research has suggested that the medieval pandemic known as the Black Death may have originated near Lake Issyk-Kul, in north-eastern Kyrgyzstan, in Central Asia. From there it spread into China, India and the Middle East and Europe.

How did it spread?

In 1894 scientists identified a bacterium known by the scientific name of *Yersinia pestis*. This is now understood to be the cause of all three forms of the plague. These bacteria were transmitted by a number of different types of flea. One such flea was commonly found living on the bodies of black rats. Wherever the rats thrived, the fleas had the opportunity to bite other animals and humans, usually infecting them with the bubonic or septicaemic form of the disease. Fleas could bite many people.

Pneumonic plague was the most contagious form of the disease because it infected the lungs. This would cause severe coughing, which would spray the bacteria out into the air. The disease could be breathed in by anyone close by, who would then be infected.

DID YOU KNOW?

When a flea became infected with the plague bacteria, the bacteria would multiply quickly and block the flea's feeding tube. This would make the flea very hungry. It would try to feed on the blood of a host (an animal or human) but could not swallow the blood because of the blocked feeding tube. The blood mixed with the bacteria would be **regurgitated** and enter the host through the open wound, leading to a new infection.

SOURCE 3 The bacteria that caused the Black Death were transmitted by fleas living on the bodies of black rats.



SOURCE 4 Rat-catchers in Sydney in 1900 attempting to control the spread of bubonic plague



11.3 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Explain the three forms of the Black Death, including how each was transmitted and how the body was affected in each case.
2. (a) What does it mean if a disease is *endemic*?
(b) Identify two parts of the world in which bubonic plague appears to be endemic.
(c) Why do these parts of the world not suffer from the plague all the time?

Apply your understanding

3. Examine **Source 1** and explain why the Black Death may have been given that name.
4. Using **Source 2**, explain what buboes are and how they affect the body.
5. How does **Source 3** help us to understand the role of the flea in transmitting the plague from person to person?
6. What information would the rat-catchers in **Source 4** have had that was not available to the people of the Middle Ages?
7. Using the internet and your library, prepare a brief report on the bubonic plague outbreak that occurred in Australia in 1900. Which areas were the worst affected, and what steps were taken to deal with the disease?

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Complete this digital doc: Worksheet 11.1: What was the Black Death?

11.4 Living conditions and medical science

11.4.1 Living conditions in medieval cities

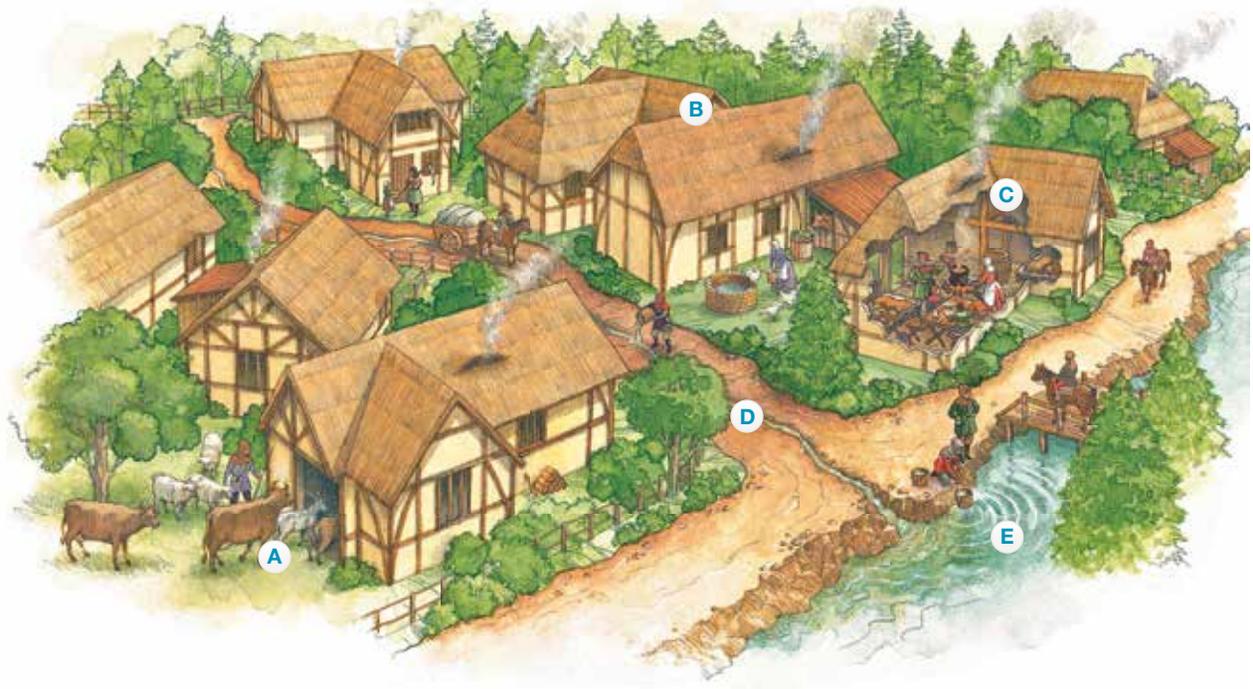
The High Middle Ages (c. 1100–1300 CE) in Europe was a period of rapid population growth and relative prosperity. It saw the expansion of towns and cities. Many of these were filthy and overcrowded, providing ideal conditions for the spread of disease.

Medieval cities such as London, Paris and Florence grew very rapidly during the thirteenth and fourteenth centuries, with little thought given to proper planning or healthy living conditions. Most houses were small, containing only one or two rooms. Privacy was not a particularly high priority, and even members of reasonably well-off families would all sleep in the same room. Amongst the poor, it was not unusual for as many as a dozen people to all sleep on the floor together. In country villages, they would often be joined by their livestock. If someone became ill, it was physically impossible to isolate them from other members of the family. So if one member of the family became sick, it was likely that all would catch the same illness.

Hygiene and sanitation

In a small village, the removal of rubbish and human waste was relatively simple, but in an overcrowded town it became a more difficult problem. The streets were narrow, usually with a drain running down the middle that was meant to carry waste away. However, these drains regularly filled up and so the waste remained. Often the drains fed into the same rivers and streams from which people drew their drinking water. While breathing in foul air or drinking contaminated water could not spread the Black Death, cases of gastric diseases such as **dysentery** and diarrhoea were common. If the body was weakened because of such diseases, the plague could take hold more easily, and death was likely to occur much sooner.

SOURCE 1 Medieval houses and towns were generally very unhealthy places to live.



- A** The presence of domestic animals and straw on the floor allowed rats and other vermin to flourish.
- B** Houses were close together, allowing for the easy spread of disease.
- C** Houses were very small, providing little opportunity to isolate sick family members.
- D** A drain down the middle of the street was the only way to remove waste and rubbish.
- E** Rivers and streams that were used for drinking water often became contaminated.

Life expectancy

Although the average life expectancy in Australia today is about 82 years, most people did not live this long in medieval times. Death from infectious disease was common and children were the most likely victims. Close to a quarter of all babies died within the first year of life. Less than half of all children would reach the age of ten. Those who passed the age of ten had a reasonable chance of reaching adulthood and perhaps living to around forty years of age. Only a small minority lived to what we would regard as old age.

11.4.2 Medical science in the Middle Ages

Medical science during the High Middle Ages was totally inadequate and unprepared for the plague that was to come.

Medical knowledge at the time was based largely on ancient knowledge and had not advanced much for a thousand years. Doctors relied largely on the theories of ancient physicians such as Hippocrates and Galen. In the fourth century BCE, the Greek physician Hippocrates was one of the first to determine that illness was not a result of a curse from the gods. He promoted the idea that illness and disease were part of nature and could be influenced by factors such as diet and a person's living habits. Nevertheless, he was completely unaware of microscopic organisms as a cause of disease. The Greek physician and philosopher Galen lived in Rome in the second century CE. Because human dissections were illegal under Roman law, Galen carried out anatomical dissections on various animals. He proposed theories on the operation of the brain and the nervous system, as well as on the circulation of the blood throughout the body. Although many of his theories were later proved to be incorrect, they were the definitive word on medical science in Europe. Medieval doctors refused to accept any idea that was not consistent with Galen's theories and so were not willing to accept any new evidence relating to the causes or spread of disease.

Treating the sick

The treatment of illness and disease in the Middle Ages was based more on superstition and ignorance than on any genuine medical knowledge. Medieval doctors believed that the body contained four ‘humours’ or aspects that influenced a person’s state of health (see **Source 2**). These humours were black bile, yellow bile, phlegm and blood.

While they were in balance, the body would be healthy. Illness occurred when these humours were out of balance in the body. In these circumstances, one common cure was to drain blood from the body through a process of bloodletting (see **Source 3**). Applying leeches to the body to suck the blood was an alternative method of restoring the body’s balance (see **Source 4**).

Herbal medicines were also popular, but often contained poisons, and so were sometimes more dangerous than the disease. Surgery was usually carried out by barbers, and was rarely successful. Amputations of injured or diseased limbs were the most common form of surgery. Because of the strong religious beliefs of the time, most people believed that prayer was the most effective way of dealing with serious illness.

SOURCE 2 This sixteenth-century diagram illustrates the four humours that medieval doctors believed determined the health of the body.



SOURCE 3 Bloodletting, as shown in this sixteenth-century artwork, involved the draining of a measured amount of blood from a vein believed to be connected to the diseased organ in the body.



SOURCE 4 In this illustration from Boccaccio’s *Decameron*, doctors apply leeches to a royal or aristocratic patient.



11.4.3 Life suddenly gets harder

The growth in population throughout Europe in the twelfth and thirteenth centuries quickly led to most of the best farming land being overworked. By the beginning of the fourteenth century, the quantity and quality of crops were in decline. This raised the threat of famine. To make matters worse, there appears

to have been a change in weather patterns early in the fourteenth century, with the winter of 1306/07 the coldest experienced in over 300 years. As the colder and wetter weather took hold, farming conditions became worse, with the years 1315 to 1317 bringing crop failures and widespread famine. The 1320s and 1330s saw frequent famine conditions continue as the weather and overworked soils brought regular crop failures. By the 1340s the standard of health of much of the European population was very poor, with little resistance to serious disease. It was to this ravaged population that the Black Death was to bring unprecedented death and destruction.

DID YOU KNOW?

Modern anaesthetics were unknown in medieval times, so the patient was wide awake during surgery. One mixture used to try and dull the pain was known as 'dwale' and it consisted of lettuce juice, gall from a castrated boar and assorted herbs such as bryony, henbane and hemlock. All these plants were poisonous and could have killed the patient. Cuts and wounds from surgery were treated by cautery. This was a process of applying hot irons to the wound to seal it and prevent further loss of blood.

11.4 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Explain the contributions made by Hippocrates and Galen to medieval medical knowledge.
2. Why had there been no significant advances in medical knowledge in Europe for over a thousand years?
3. Of all babies born in medieval times, approximately what proportion could expect to reach adulthood?
4. How did most people in the Middle Ages attempt to deal with illness?
5. What happened in the first half of the fourteenth century in Europe to make people more susceptible to disease?

Apply your understanding

6. Using **Source 1**, list three reasons why people living in medieval times were at greater risk of disease than we are today.
7. Explain the purpose of the medical treatments depicted in **Sources 3** and **4**.
8. (a) How do we know the patient in **Source 4** was an important person?
(b) From the reactions of the three other people in **Source 4**, what can you identify as one of the patient's symptoms?
9. Each of the four humours depicted in **Source 2** was associated with a number of other natural and human characteristics. Using resources from your library and the internet, find out the following:
(a) What were the names of each of the humours?
(b) What elements in nature was each humour associated with?
(c) How were the humours believed to have influenced a person's personality and mood?
10. Imagine that you are a medieval barber. Design an illustrated sign for your shop advertising all of the services you provide, including various types of amputations.

11.5 Religious beliefs

11.5.1 The importance of religion

Religious beliefs, and particularly the Roman Catholic Church, were central to medieval European life. When good things happened, people believed they were being rewarded for their good deeds, and illness and disease were seen as a punishment from God.

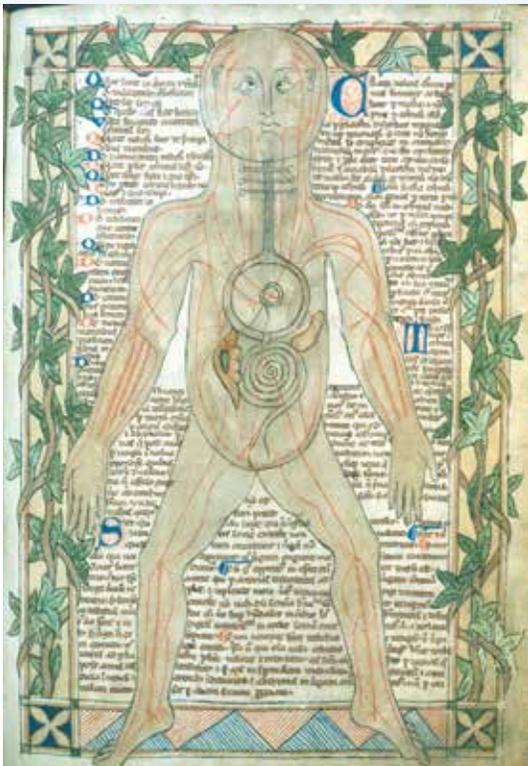
Most people were illiterate and very superstitious, and they relied heavily on priests for education and guidance on events that happened around them. Those who did not follow the Christian religion were viewed

with suspicion and even hatred. If something bad happened, people looked to the Bible for an explanation and often believed they were being punished for their sins.

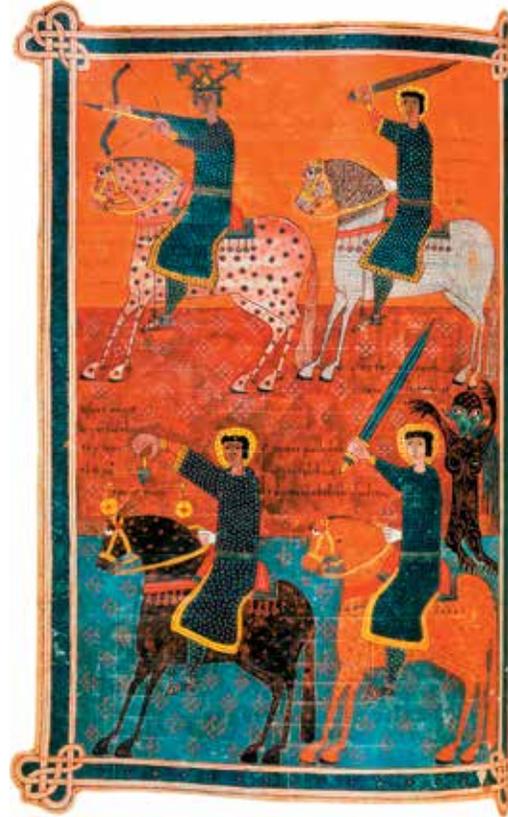
11.5.2 Religion and medical science

Because the Church controlled every aspect of education, the training received by medieval doctors had to be in accordance with religious teachings. All medical education carried out in universities was strictly in line with the beliefs of ancient physicians such as Hippocrates and Galen. No new research was permitted because it was believed that the ancient teachings were complete and could not be contradicted. In 1300, Pope Boniface VIII prohibited the cutting up of corpses, so any attempt to study human anatomy was virtually impossible. This meant that even the most educated doctors had very little knowledge of human anatomy, making treatment of sickness difficult and any form of surgery almost impossible.

SOURCE 2 This late thirteenth-century illustration of the human body was meant to display the flow of blood through the body.



SOURCE 1 The Four Horsemen of the Apocalypse, shown in this twelfth-century manuscript, represented famine, plague, war and death. They were seen as a sign of God's punishment and that the end of the world was near.



SOURCE 3 Prayer for the sick was considered to be more important than medical science.



Doctors and priests

It is clear that in medieval Europe, medicine took second place to religion. Priests were considered to be more important than doctors in the treatment of the sick. When dealing with an ill person, the priest always took the lead — the doctor was permitted to assist only once the praying was finished. If the patient was an important or wealthy person, the doctor might wait while a whole group of churchmen offered up prayers before being granted access. If the disease was working quickly, the doctor might not even get to examine the patient until after they died. It is not surprising then that doctors were powerless to deal with a pandemic such as the Black Death.

11.5.3 Religious conflict

By the beginning of the fourteenth century, virtually all of western Europe was Roman Catholic. The Arabic conquests during the seventh century and onwards, and the later expansion of the Ottoman Empire, meant that most of the Middle East and North Africa followed Islam. Christians and Muslims looked at each other with suspicion, largely as a result of the Crusades and of the efforts of Spanish Christians to recapture Spain from Muslim control. Since both religions viewed illness as a form of divine punishment, the people of each religion blamed the other for the Black Death when it ravaged their people. Christians also treated Jews very poorly as they blamed the Jews for the death of Christ. When the Black Death struck, evidence suggests that European Christians blamed it on the Jews.

SOURCE 4 An excerpt from Henry Knighton's *Chronicon*, an account written during the fourteenth century

The Scots, hearing of the cruel plague of the English, declared that it had befallen them through the revenging hand of God ... And thus the Scots, believing that the English were overwhelmed by the terrible vengeance of God, gathered ... with the intention of invading the whole realm of England. The fierce mortality came upon them, and the sudden cruelty of a monstrous death winnowed [came upon] the Scots.

DID YOU KNOW?

Superstitious minds looked everywhere for a cause of the Black Death. Astrologers said that the alignment of the planets Saturn, Jupiter and Mars in the house of Aquarius in 1345 was to blame. An alignment of Saturn and Jupiter was supposed to bring death and disaster, while an alignment of Mars and Jupiter was said to cause disease. The alignment of all three planets could only mean a huge catastrophe was imminent.

11.5 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. What was the attitude of the medieval Church towards medical science?
2. Why was there suspicion between Christians and Muslims during the Middle Ages?

Apply your understanding

3. Examine **Source 1**. What does this tell us about the medieval explanation for events such as famine and plague?
4. Identify two inaccuracies in the diagram of the body shown in **Source 2**. What prevented medieval doctors from finding out more about the human body?
5. In what ways could the activity depicted in **Source 3** actually hinder medical treatment for illness?
6. From the information in **Source 4**, what do you think was the attitude of the Scots towards the English? How did their religious beliefs influence their actions?

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Complete this digital doc: Worksheet 11.2: Lifestyle and conditions help the Black Death

11.6 Trade and the spread of disease

11.6.1 Settlements and trade

The early fourteenth century was a time of rapid expansion of trade between Europe, North Africa and Asia. Wherever people traded, black rats and their disease-carrying fleas followed. Disease that had previously been confined to an area in Central Asia soon spread to populations that had no immunity to its ravages.

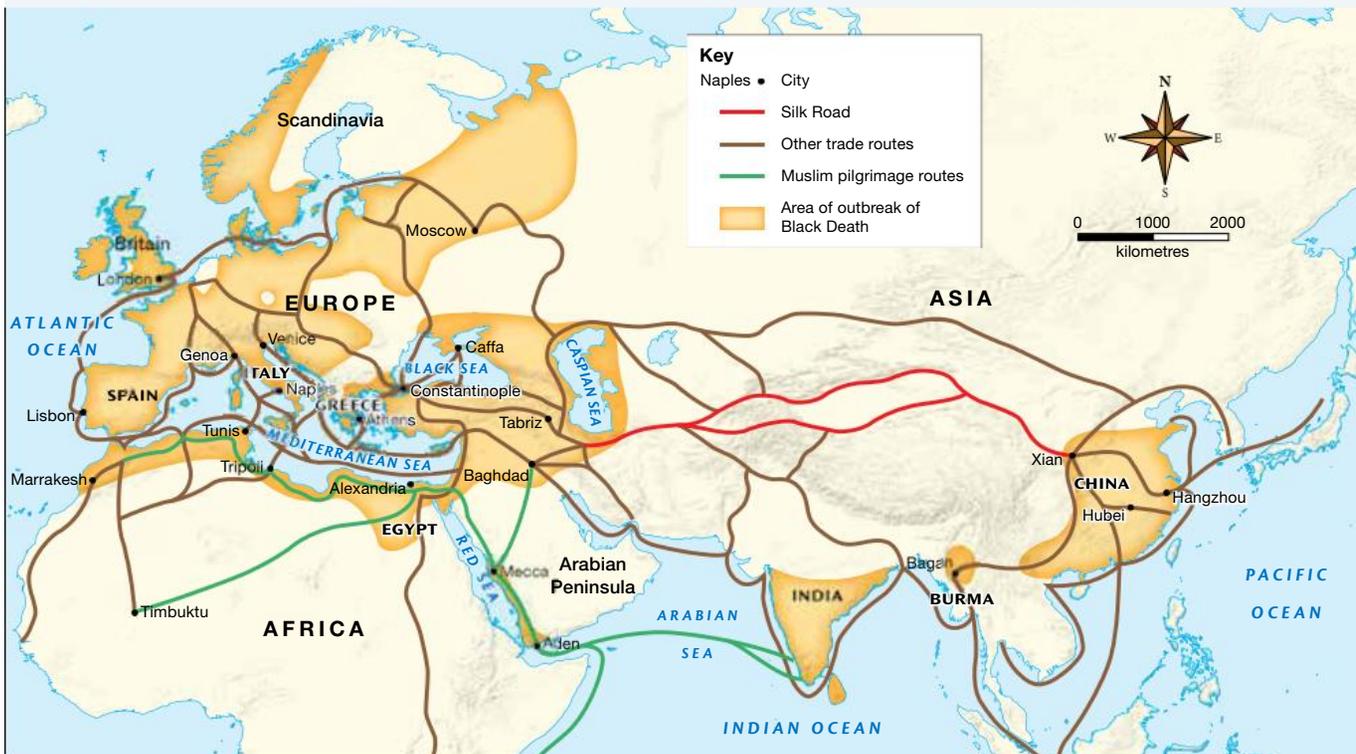
Human settlement in the fourteenth century

As we have learned, the early medieval era was a period in which many nomadic groups moved through Europe and Asia, invading new land. Through the Middle Ages, most of these nomadic groups gradually settled in the lands they had conquered, establishing permanent villages and towns as the centres of agricultural activity. Warriors such as the Franks, Magyars and Goths became farmers, while seafaring raiders such as the Vikings and Danes came to use their ships for peaceful trade. By the fourteenth century, most of Europe, southern and eastern Asia and much of northern Africa was subject to permanent human settlement. Only in the northern and central regions of Asia and in sub-Saharan Africa was the nomadic lifestyle still prevalent.

The growth of trade

Settled civilisations in Europe, and Asian empires such as those in India and China were quick to realise the benefits of peaceful trade. Networks of overland trade roads developed throughout Europe and Asia, connecting the rapidly growing towns and leading to the growth of some towns as major trading centres. These towns would regularly hold fairs to allow merchants to display and sell their wares. Major commercial city-states such as Genoa and Venice sent ships throughout the Mediterranean and to western and northern European ports. Trade between Europe and Asia expanded rapidly along the Silk Road, with China and many other centres through central Asia coming into regular contact with European merchants.

SOURCE 1 Permanent human settlement led to the growth of towns and expansion of trade, which allowed the Black Death to spread more easily.



11.6.2 Outbreak in Asia

Written reports indicate that outbreaks of the Black Death may have occurred in China in the 1320s and 1330s. The province of Hubei in central China is considered by many to be the location of the first major outbreak in 1334. It was here that the Black Death first appeared in its most deadly form. In the fourteenth century, China was largely ruled by the Mongols, who had strong links to Central Asia, so they may have brought the disease with them to China. At the same time trade between China and a number of European states was increasing from access along the Silk Road. The potential was always there for the Black Death to be carried to Europe, either by European traders returning from the east or by the Central Asian Tartar warriors (Mongols) who were continuing their attacks in eastern Europe.

The siege of Caffa

In the thirteenth century, the Italian trading city of Genoa had taken control of Caffa, on the Crimean Peninsula, in modern-day Ukraine. Caffa was a major shipping port for trade throughout the Black Sea. In 1346 the Tartars attacked the city. They were supported by Genoa's bitter rivals, the Venetians, who had previously controlled Caffa. As they laid siege to the city, the Tartars began to fall sick from a serious disease and large numbers died in a very short time. Unable to maintain the siege, the Tartars began to withdraw; but before they did, they began catapulting the diseased bodies of their dead over the walls and into the city (see **Source 2**). The Genoans who escaped from Caffa soon found they were carrying the deadly disease. Venetian traders who had been present during the siege were also infected and both groups carried the Black Death deep into the heart of Europe (see **Source 3**).

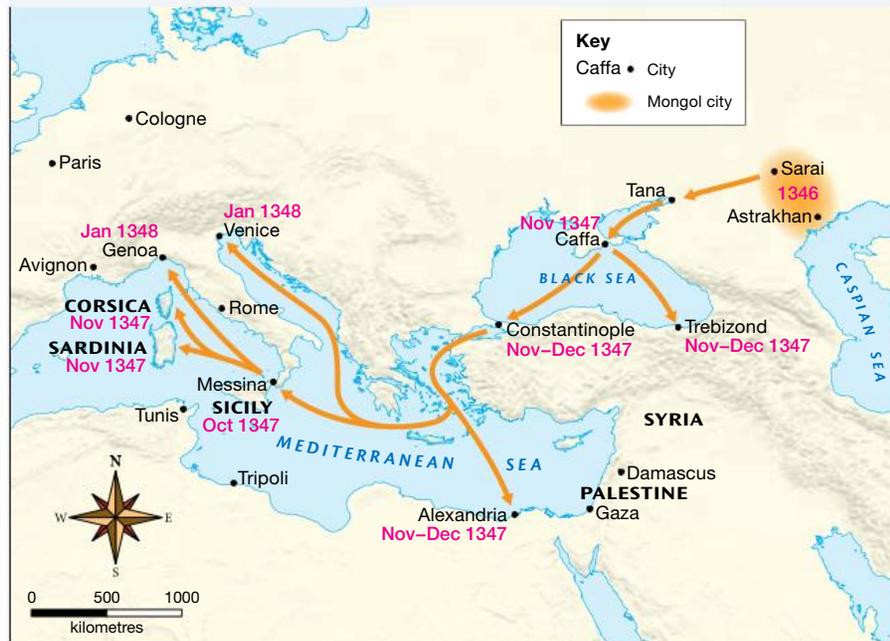
How important was Caffa in the spread of the Black Death?

Trade links between Asia and Europe were developing so strongly during the fourteenth century that Caffa was probably not the only source of the Black Death

SOURCE 2 When the Tartars attacked Caffa, they used trebuchets like the one shown in this illustration to catapult infected bodies over the city walls.



SOURCE 3 Merchants and soldiers returning from Caffa in late 1347 soon spread the Black Death to the Middle East, North Africa and Italy.



coming to Europe, as Messina first recorded the plague shortly before the siege of Caffa. Nevertheless, the rapid spread to places that engaged in trade with Caffa suggests that it was very important in hastening the infection into Europe, the Middle East and North Africa. During the last few months of 1347, the disease was carried to Constantinople, the southern shores of the Black Sea, Alexandria in Egypt and the islands of Sicily, Corsica and Sardinia in the Mediterranean. Most of this spread appears to have originated in Caffa.

DID YOU KNOW?

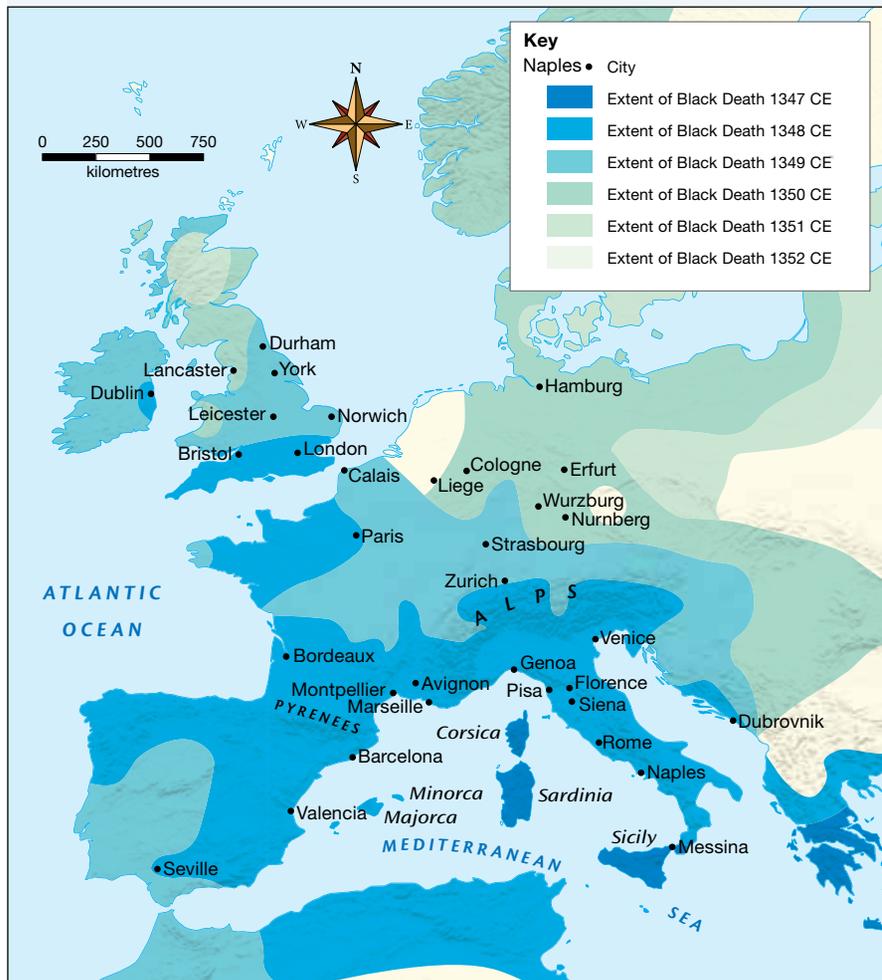
Some historians believe that fleas carrying the Black Death came to Caffa on the skins of marmots. These small Central Asian mammals had no resistance to the disease, and large numbers became infected and died in the mid 1340s. Fur traders came across the dead animals, removed their hides (including the deadly fleas) and sent them along the Silk Road to cities such as Caffa.

11.6.3 The spread through Europe, the Middle East and Africa

Europe

By January 1348, cases of the plague were reported in both Genoa and Venice in northern Italy. From there it quickly spread to the rest of Italy, and to southern France and Spain by middle of that year. Within a year all of western Europe was affected and, by 1350, the Black Death had turned east again and had reached Russia. **Source 4** shows how quickly the Black Death spread throughout Europe between the end of 1347 and 1351.

SOURCE 4 The Black Death spread like a wave across Europe between 1348 and 1351.



DID YOU KNOW?

The spread of the plague to Scandinavia is believed to have occurred through a trading ship carrying wool from England. The ship was seen floating off the Norwegian coast and the locals rowed out to examine it. They found the crew to be dead and decided to take the cargo of bales of wool. Little did they know the bales were full of the deadly plague-carrying fleas.

Middle East and North Africa

The plague appears to have come to the Middle East through several different routes. During 1347, warriors returning to Baghdad from battle at Tabriz in northern Persia (now Iran) found that they had brought the disease with them. These soldiers would have carried supplies of grain with them for food. Not only did black rats infest the grain supplies but the fleas carrying the disease would also have been able to survive on grain debris. The area that includes modern-day Iraq, as well as Syria and southern Turkey, was soon ravaged by the Black Death. It is also believed that Muslim pilgrims coming to Mecca from northern India via the Persian Gulf and the Red Sea may have been transporting rats from Central Asia to the Arabian Peninsula, bringing the plague with them.

The Egyptian city of Alexandria was a major trading port on the southern shores of the Mediterranean. It had strong links with Constantinople, as well as with Arab cities to the east and all along the north African coast. Alexandria became infected in 1347, soon after the siege of Caffa. The Black Death then spread eastwards to Palestine and Syria in 1348, and into the Arabian peninsula, reaching Mecca.

SOURCE 5 The spread of the Black Death across the Middle East and northern Africa



North Africa

From Alexandria, the plague began to spread along the north African coast, and had reached Tripoli in modern Libya by 1348. At about the same time, the city of Tunis appears to have been infected through its trade with Sicily, with an outbreak reported in April 1348. From Tunis, the plague spread eastwards into

Libya, with that country now attacked by the plague from both east and west. In 1348, the ruler of Morocco attempted to conquer Tunis, but failed, and his retreating army carried the disease back to Morocco, infecting Algeria along the way. The plague reached Marrakesh in central Morocco in 1349. It is possible that Morocco was also infected by traders from Spain, bringing the disease via the island of Majorca.

From Alexandria, the plague also spread south along the Nile valley, although it does not appear to spread into other parts of Africa. It appears that settled areas with towns and agriculture provided the most suitable environment for black rats to thrive. The area to the south of Egypt and the Sahara was inhabited largely by nomadic tribes. Their lifestyle did not provide an environment suitable for the rats, so the plague did not spread into these parts of Africa.

11.6 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Outline the areas of Europe, Asia and the Middle East that had become permanent human settlements by the fourteenth century.
2. Where did the Black Death first appear in the deadly form that eventually devastated Europe, the Middle East and North Africa?
3. Why was the city of Caffa important in the spread of the Black Death?
4. Why did the Black Death primarily affect settled communities rather than people living a nomadic existence?

Apply your understanding

5. Examine **Source 2**. Why were the cities of Constantinople, Alexandria, Venice and Genoa among the first to be infected after the siege of Caffa?
6. How did the Tartars in **Source 3** spread disease into the city of Caffa?
7. Using **Source 4**, identify when each of the following cities was infected by the Black Death: London; Paris; Hamburg; Dublin; Marseilles.
8. Using **Source 5**, identify three different routes by which the Black Death came to the Middle East and northern Africa.
9. Using the internet and your library, find out all you can about the Silk Road, including the answers to the following:
 - (a) Where did the Silk Road begin and end, and which regions or countries did it pass through?
 - (b) When was the earliest recorded use of the Silk Road for trade?
 - (c) What were the main goods traded along the Silk Road?
 - (d) Why was the Silk Road so significant in spreading the plague?
10. One historian has suggested that without trade, the Black Death may never have happened. Explain whether or not you agree with this statement. Give evidence to support your opinion.
11. What is a pandemic? Explain why it is appropriate to refer to the Black Death as a pandemic.

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Complete this digital doc: Worksheet 11.3: Warfare and trade help the Black Death

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Deepen and check your understanding of the topic with the following resources and auto-marked questions:

• **Black Death**

11.7 Responses to the Black Death

11.7.1 Medical treatments

The strength and speed of the Black Death pandemic caught everyone in its path off guard. Medical science had no way of dealing with the outbreak and religious beliefs provided no protection against the onslaught.

Medieval doctors had no idea what had caused the Black Death and so they resorted to the traditional methods of treating illness. As mentioned previously, bloodletting and the use of leeches were tried and failed. Attempts to cut into the buboes to remove the ‘bad’ blood often did little more than help spread the disease by exposing the doctors to the bacteria living in the blood.

SOURCE 1 A Welsh writer, who died in April 1349, described the buboes that appeared on the bodies of victims.

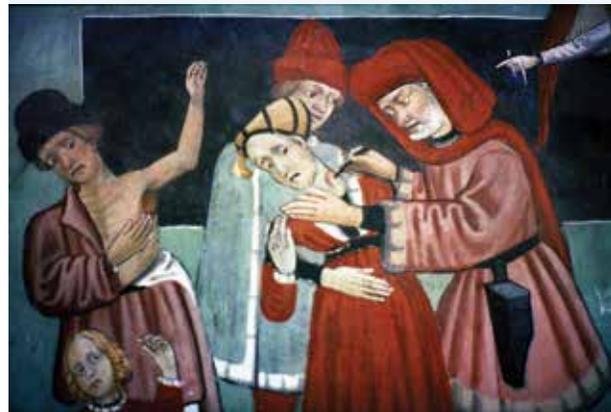
It is of the form of an apple, like the head of an onion, a small boil that spares no-one. Great is its seething, like a burning cinder, a grievous thing of an ashy colour. It is an ugly eruption that comes with unseemly haste. It is a grievous ornament that breaks out in a rash. The early ornaments of black death.

A common belief was that disease came from **miasma**, or the bad smells that were often found in overcrowded towns. To counter this, doctors often encouraged their patients to sniff posies of fragrant flowers, bundles of herbs or sweet-smelling oils. In some cases, they even suggested that patients should breathe in the smell of human waste in the hope that one bad smell might overcome the more dangerous miasma.

Doctors themselves began dressing in long hooded robes to protect themselves from infection. They would also wear a face mask that had a long beak-like structure at the front. This beak would contain sweet smelling herbs or oils, designed to filter any evil smells that the doctor might be exposed to.

Some towns resorted to the ‘cure of sound’. They would loudly ring the church bells, or fire off cannons, in the hope that the noise would frighten the plague and drive it away. In addition to prayer, spells and charms of all sorts were tried in the hope of driving away the evil. These included washing the skin with vinegar and rose water, or applying a mixture of tree resin, white lily roots and dried human excrement to buboes that had been cut open.

SOURCE 2 Doctors attempted to treat the plague by draining the bad blood from the buboes as shown in this fifteenth-century fresco.



DID YOU KNOW?

One plague prevention method involved the mixing of roasted and ground eggshells with the leaves and petals of marigold flowers, stirring this mixture with treacle into a pot of warmed ale and drinking twice a day. A similarly exotic remedy was to place a live hen near the swelling to draw out the disease and then drink a cup of your own urine twice a day.

Some effective treatments

The most successful measures taken to avoid the plague were those that involved forms of quarantine. In Venice, disease-carrying ships were quarantined on a number of small islands in the lagoon, away from

the main city. In Milan, houses found to contain the plague were walled up to prevent anyone going in or out. These methods did not completely stop the disease, but both of these cities had lower death rates from the plague than many others. In the French city of Avignon, Pope Clement VI sat between two large fires designed to purify the air. In fact, the plague bacteria cannot survive intense heat, and fleas also dislike heat, so this method may well have been the most effective. For many people, simply fleeing an infected town or village was the best form of protection, although it was usually only the wealthy who could take advantage of this.

11.7.2 Religious responses

Followers of all religions saw the Black Death as a punishment from God. Christians, who believed they were being punished for their sins, turned to prayer and carried out pilgrimages to holy places in the hope of warding off the disease. When the plague hit Mecca in 1348, devout Muslims believed it was God's punishment for allowing non-believers to enter the city. In some places, religious authorities and town councils imposed tight restrictions on people's behaviour in the hope of keeping the plague at bay. In the French city of Tournai, men and women living together but who were not married were ordered to marry or to separate, and gambling, swearing and working on the Sabbath were banned.

'Bring out your dead!'

So large was the death toll from the Black Death that all the usual religious rituals associated with death could rarely be observed. As many as half the priests died from the plague and many others fled, making the situation worse. In 1348, Pope Clement VI decreed that those who were infected could make their confessions to each other, including to a woman, if no priest was available. Collection of corpses took place every night, with most buried in mass graves on the outskirts of the town. Very rarely was a proper funeral service held for those who had died.

SOURCE 3 This illustration depicts Saint Sebastian interceding for victims of the plague.



SOURCE 4 In this fourteenth-century English engraving people are escaping from their village after setting the buildings on fire. The woman on the left appears to be performing the last rites for a plague-infected man.



Monks and monasteries

Throughout Catholic Europe, monasteries had become important centres of learning, and many had schools attached. The monks made an important contribution to the life of the surrounding community and were often

the first ones that people would turn to in times of trouble. Because the monks saw it as their duty to tend to the sick, they quickly caught the disease and numbers in the monasteries were reduced. In the period after the Black Death, many inexperienced and poorly trained monks moved into the monasteries, reducing their influence as places of learning.

Blaming the Jews

Throughout Europe, people looked for someone to blame for their misfortune, and suspicion quickly fell on the Jews. They were suspected of having poisoned the air or of infecting the wells from which people drew their drinking water. In some towns Jews were tortured mercilessly until they confessed to poisoning the wells. In other towns, Jews were herded into buildings which were then burned to the ground. Synagogues were destroyed and many Jews put to the sword. Despite Pope Clement issuing a decree declaring the Jews innocent, the persecution continued from 1348 until the early 1350s throughout most of Europe.

The Flagellants

One religious group that responded very publicly to the spread of the plague was a group known as the Flagellants. They believed that whipping themselves with steel-tipped whips would show their willingness to be punished for their sins, and win God's favour. The Flagellants are believed to have originated in the eleventh century and had undertaken pilgrimages across Europe in the 1260s. The onset of the Black Death drew many new followers to their brotherhood, and they travelled from town to town across Europe, whipping themselves until they bled. In reality, they were probably helping to spread the disease. Many of them carried the disease in their blood, and they often brought the disease-carrying rats and fleas with them as they travelled.

SOURCE 5 A medieval illustration showing a group of Jews being burnt at the stake. Jews were required to wear a yellow circle badge to identify themselves.



SOURCE 6 A procession of Flagellants in the Netherlands in 1349



11.7 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. What did many people in the Middle Ages believe to be the cause of disease?
2. Identify and explain three 'medical' treatments that were recommended for dealing with the plague.
3. Explain the purpose of the costume worn by doctors during the period of the Black Death.
4. Why would the actions taken by the Pope probably have helped to protect him from the plague?

Apply your understanding

5. Use the information in **Source 1** to write your own description of the buboes that were symptoms of the plague.
6. Examine **Source 2**. Why was this activity potentially so dangerous for both the patient and the doctor?
7. What does **Source 3** tell us about the importance of religion in medieval life? How did religious authorities respond to the threat of the plague?
8. Normally, the Catholic Church allowed only priests to administer the last rites to a dying person. Why would the woman in **Source 4** have been permitted to carry out this role?
9. How do we know that the people being burned in **Source 5** were Jews?
10. What were the Flagellants, as depicted in **Source 6**, hoping to achieve through their activities?
11. In addition to the fire burning the village in **Source 4**, there appears to be lightning coming from the sky above the village. Why do you think the artist included this lightning in the engraving?
12. Imagine that you are the mayor of a town that has just begun to be affected by the plague. Draw up an illustrated notice to advise the townspeople of measures they should take to treat plague symptoms. Base this advice on the beliefs held at the time.
13. Using the internet and your library, find out all you can about the persecution of the Jews in medieval Europe, particularly during the Black Death. In particular, search for answers to the following:
 - (a) why Jews were treated as outsiders at this time
 - (b) examples of restrictions that were placed on Jews in different countries
 - (c) at least one other incident when Jews were deliberately targeted for persecution.

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Complete this digital doc: Worksheet 11.4: Responses and treatment



Explore more with this weblink: Experiencing the Black Death

11.8 How did the Black Death change society?

11.8.1 Social changes

Between 1347 and 1351, the Black Death had a brutal effect on life in Europe and the area surrounding the Mediterranean Sea. Despite all the devastation, there were also some positive changes in the following years, many of which occurred as a direct response to the horrors of the plague.

Changes to medicine

The failure of medieval medicine to successfully treat the victims of the plague led to changes in the practice of medicine in the years following the Black Death. Before this time, hospitals were places where sick people were sent to be isolated. When people entered a hospital, all their possessions were disposed of because no-one expected them to survive. During the period of the Black Death, doctors began to try to cure patients placed in hospital, and this practice continued after the plague had gone. Some hospitals began to develop relationships with universities and collect libraries of medical texts. An increased emphasis on medical

knowledge led to more dissections of human corpses, and so improvements in the knowledge of anatomy and surgical practices soon followed.

Sanitation and public health

In a number of places, authorities became more aware of the need to take responsibility for the health of the population. In Italian cities such as Venice and Milan, public health boards were set up to deal with the plague, and these continued after the disease had moved on. These boards gradually gained extra powers and became a valuable means of preventing the spread of illness. In London, the city council brought in regulations to clean up the city. Laws to prevent littering, the employment of street sweepers and heavy fines for dumping waste in the river were all implemented in the years following the Black Death.

Religion

The devastation of the Black Death weakened the influence of the previously all-powerful Catholic Church. The inability of religious leaders to deal with the plague through prayer and the fact that so many priests had died of the disease led to many people losing some respect for the Church. In the 1360s and 1370s, an English **theologian** John Wycliffe wrote a number of works critical of the papacy and of the role of monasteries in society. He gained a strong following among people whose recent experiences had led them to question the power and influence of the Catholic Church in society. Many of Wycliffe's followers were executed for **heresy**.

Political unrest

The huge decline in the numbers of peasants and agricultural workers meant there were fewer people left to perform these tasks. This meant that peasants were able to demand higher wages. However, these demands were often resisted by those in power. Peasants and workers in various parts of Europe rose up to demand their rights in the years following the Black Death. In France in 1358, a group of workers called the Jacquerie rose up in revolt to try and improve their working conditions. In 1378 a group of workers in the wool industry, who were known as the *ciompi*, led a revolt in Florence where they managed to force some democratic government reforms for a brief time. In England, causes of the Peasants' Revolt

SOURCE 1 As shown in this fifteenth-century illustration, the desire of doctors to find out more about the human body led to an increase in dissections, which improved knowledge of human anatomy.



SOURCE 2 The Jacquerie uprising in 1358 was an attempt by French workers to improve their conditions.



of 1381 (see topic 4) can be traced back to the changes in society that resulted from the Black Death.

Language

In England before the Black Death, most educated people spoke Latin or French. The death of large numbers of educated monks and other scholars meant that schools had to resort to English as the language of instruction. By the 1380s, poets such as Geoffrey Chaucer were publishing their works in what is now referred to as Middle English (see **Source 3**). Chaucer is considered by many to be the father of English literature.

SOURCE 3 The decline in the use of Latin and French in England led to increased use of a form of English, such as in this extract of a poem by Chaucer.

And whom I sawgh he wolde never fine
To reden on this cursed book al night,
Al sodeinly three leves have I plight
Out of his book right as he redde, and eke
I with my fist so took him on the cheeke
That in oure fir he fil backward adown.
And up he sterte as dooth a wood leon
And with his fist he smoot me on the heed
That in the floor I lay as I were deed.
And whan he sawgh how stille that I lay,
He was agast, and wolde have fled his way,
Till atte laste out of my swough I braide:
“O hastou slain me, false thief?” I saide,
“And for my land thus hastou mordred me?
“Er I be deed, yit wol I kisse thee.”

11.8 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. How did the experience of the Black Death change the ways in which hospitals operated?
2. Describe an example of action taken in London to improve sanitation and public health after the plague had moved on.
3. Why did many people begin to lose respect for the Church after the Black Death?

Apply your understanding

4. (a) Describe what is happening in **Source 1**.
(b) List the differences in the way this activity is depicted in the source compared with how it would be performed today.
5. (a) What appears to be happening in **Source 2** and why did this event take place?
(b) Where else did similar uprisings take place?
6. The extract from a poem by Chaucer in **Source 3** is written in what we now call Middle English. Although it is a form of the language that is unfamiliar to us, it is still recognisable as English.
 - (a) Identify the words in the poem that are the same as modern English words.
 - (b) Identify the words that are similar to modern English words and give their equivalent.
 - (c) List any words that seem completely unrecognisable. Suggest possible meanings for these words based on the context.
 - (d) After analysing the language, summarise what you think this poem is about.
7. The *ciompi* in Italy managed to gain some ‘democratic’ reforms in the government of their city. Give an example of what you think might be a ‘democratic’ reform.

11.9 Weakening the feudal system

11.9.1 Declining population and power shifts

The dominant form of social and economic organisation in Europe in the Middle Ages was the feudal system. The massive drop in population that occurred as a result of the Black Death was to change the relationship between landowners and those who worked the land. This change severely weakened the feudal system in the following decades.

Huge decline in population

It is estimated that approximately 25 million people died in Europe during the period of the Black Death. This represents a decline in the population of between thirty and fifty per cent in the years 1347 to 1351. The earlier outbreak in Hubei, China is said to have caused the death of 5 million, or 90 per cent of the population. Later outbreaks in China in 1353 to 1354 are believed to have killed almost two-thirds of the Chinese population. In the Middle East the effects seem to have been less devastating, although still very significant. It has been estimated that less than one-third of the population was killed by the plague across the Middle East, although some local areas suffered a higher death rate.

New power for the peasants

Under the feudal system, peasants had been tied to the land and were expected to work the land their families had worked for generations before. The sudden loss of millions of peasants across Europe left many estates with insufficient numbers to work the land. This led to some wealthy landowners offering increased payment to agricultural labourers in other areas to entice them to their estates. Peasants suddenly found they had bargaining power, and in some places wages doubled in the space of one year. At the same time, prices fell for many goods because the number of customers had declined so dramatically. The decrease in available farm workers led many land holders to move away from growing crops and to increase the keeping of livestock, such as sheep and cattle, as this required fewer farm workers.

11.9.2 Changes in the social class structure

Under the traditional feudal system peasants had kept part of the crop as payment for their labour. By the end of the fourteenth century money wages became a more significant part of peasant earnings. This often meant that peasants and their families had money to spend on goods that had previously been available only to the wealthy. As the population began to recover, there was a gradual rise in the number of people becoming merchants and shopkeepers in response to this increase in demand.

SOURCE 1 As shown in this Italian fresco, increased wages led to a growth in markets and in the number of merchants offering goods for sale.

Skilled trades open up

Before the Black Death most of the skilled craftsmen and tradesmen such as bakers, blacksmiths and stonemasons had entered their trades because of family connections. The huge death toll meant that many craftsmen had to look outside their own families for apprentices to train. This often led to the sons of peasants gaining access to a trade and the potential wealth and status this would bring.

Growth in the middle class

Previously, society had been made up primarily of a wealthy landowning upper class and a



relatively poor peasant lower class. The increase in the number of people involved in business, crafts and trades brought about the growth of a **middle class**, particularly in some of the rapidly growing towns. Many historians believe the increasing importance of the middle class in some European countries occurred more quickly because of the Black Death.

11.9.3 An opposing view

In recent years, some historians have suggested that the changes to the feudal system and growth of the middle class would have happened without the Black Death. They argue that the population was in decline before 1347 because of crop failures and famine. They also point out that the plague returned to Europe many times over the next three hundred years. Although these later incidents did not bring such a high death toll in as short a time, they did keep the population low. Some historians argue that the effects of the Black Death from 1347 to 1351 have been exaggerated in previous historical studies.

SOURCE 2 A fifteenth-century woodcut showing an apothecary (a medieval pharmacy or chemist) with master and apprentice



DID YOU KNOW?

In some parts of Europe, kings and aristocrats were alarmed by the growth of the middle class and the increased wealth of some of the peasant class. They passed 'sumptuary laws', which regulated the type of clothing that peasants were allowed to wear. This was to prevent peasants from using their new-found wealth to begin dressing and behaving as if they were members of the upper classes.

11.9 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. What proportion of the population is estimated to have died during the Black Death in:
 - (a) Europe
 - (b) China
 - (c) the Middle East?
2. How did the decline in population open up opportunities for peasants who had previously been tied to one estate under the feudal system?
3. In what ways did farming practice change after the Black Death?

Apply your understanding

4. How does the Black Death appear to have contributed to the development of markets, such as that shown in **Source 1**? How would you describe the people at this market?
5. Examine **Source 2**. Why did access to apprenticeships become possible for members of the peasant class after the Black Death? How do we know that the tradesman depicted has a prosperous business?

6. What do we mean when we refer to a 'middle class' in medieval society?
7. Give four examples of occupations that would have been carried out by middle class people during the Late Middle Ages.
8. From the information in this subtopic and from what you have learned about the Middle Ages this year, how important do you think the Black Death was in the weakening of the feudal system and the growth of the middle class in late medieval Europe?

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Complete these digital docs: Worksheet 11.5: The plague that changed the world

Worksheet 11.6: The Black Death — cause and effect

11.10 SkillBuilder: Recognising different perspectives

11.10.1 What is perspective in history?

Perspective refers to a particular point of view. When studying historical sources, it is important to identify the perspective of the authors of each of those sources. Sometimes different sources will contradict each other, which can make it confusing when trying to find out what actually happened. If we can understand more about the person who produced the source, we can recognise the beliefs or understanding they may have had that could have influenced their point of view. Also, the way we view events today may be quite different from the way people viewed events in the past.

Note: We use the term 'author' to refer to anyone who has produced a historical source. Works of art can have a perspective just as well as written sources.

Why is it important to recognise different perspectives?

It is almost impossible for anyone to write about history without having a particular perspective. Their personal experiences and background will influence the way in which they interpret and record an event. This applies to both primary and secondary sources. The more we know about the author of a source, the more likely we are to take this into account when making judgements about the accuracy of that source. This can help us to gain a more complete view of the past.

11.10.2 How to identify different perspectives

Recognising different perspectives is a useful skill to master. The following are the types of questions you should ask about the authors of historical sources:

1. *Who wrote the source, and where is that author from?* The more we know about the person providing the source, the better we are able to identify that person's perspective.
2. *Who was the author writing for?* It is important to know the intended audience for the source. Was the author simply writing for their own records, as in a diary, or were they trying to convince another person?
3. *What do we know about the background of the author?* The author's character is important in determining the value of the source. For example, was he or she an ambitious person attempting to influence an important official? To what extent was the author actually involved in the events — or was he or she simply an observer?
4. *Can the author's point of view be trusted?* Some authors may have something personal to gain by presenting only one side of an issue. They may have a particular reputation, or a place in society to protect, or ideas and beliefs they are trying to promote. Some authors will have enemies whose reputations they wish to discredit.

An example of how to recognise different perspectives

Source 1 is typical of the level of knowledge about the plague in fourteenth-century Europe.

SOURCE 1 An extract from Giovanni Boccaccio's *Decameron*, written c. 1349–51

I say, then, that the years of the fruitful Incarnation of the Son of God had attained to the number of one thousand three hundred and forty-eight [In 1348], when into the notable city of Florence, fair over every other of Italy, there came to death-dealing pestilence, which, through the operation of the heavenly bodies or of our own iniquitous [evil] doings, being sent down upon mankind for our correction by the just wrath of God, had some years before appeared in the parts of the East and after having bereft these latter of an innumerable number of inhabitants, extending without cease from one place to another, had now unhappily spread towards the West.

We can use the questions outlined to understand the author's perspective before we try to analyse the source.

1. *Who wrote the source, and where is that author from?* The source was written by Giovanni Boccaccio, an important fourteenth-century Italian author.
2. *Who was the author writing for?* The *Decameron* was a work of fiction, so Boccaccio was writing for a wide audience. At the time only the relatively wealthy could read, so he was aiming his writing at the middle and upper classes. In one sense, he probably hoped he would entertain them.
3. *What do we know about the background of the author?* Boccaccio came from a prosperous background and mixed socially with the wealthy members of society in Florence and Naples.
4. *Can the author's point of view be trusted?* Because the *Decameron* is a work of fiction, the stories contained within it are not necessarily true. However, it is believed that Boccaccio based many of the characters in the book on real people living at the time. His understanding of the causes of the Black Death would have been fairly consistent with beliefs of the time. It would not make sense for him to describe something too different from the experiences of his readers. We also know that his descriptions of the symptoms of the plague and people's reaction to it in other parts of the *Decameron* are consistent with the descriptions by other authors.

11.10.3 Developing my skills

Recognising different perspectives

Examine **Sources 2** and **3** and answer the questions about author perspective for yourself. Then answer the following question: How does the difference in the perspective of the two authors help us to understand the Black Death and the society it affected?

SOURCE 2 Modern medical opinion from 'Prevention of Plague: Recommendations of the Advisory Committee on Immunization Practices (ACIP)', US Centre for Disease Control and Prevention

Recommended means of reducing the risk for acquiring plague in and around homes include:

- (a) eliminating sources of food and shelter for rodents near homes,
- (b) modifying homes to prevent rodent access,
- (c) treating domestic dogs and cats weekly with appropriate insecticides,
- (d) avoiding direct contact with sick or dead rodents, and
- (e) handling severely ill cats with extreme caution (these animals should be examined by a veterinarian).

SOURCE 3 Adapted from the *Paris Consilium*, a document written by 49 medical professors at the University of Paris in October 1348 at the request of King Philip VI of France. The king was seeking an explanation for the plague.

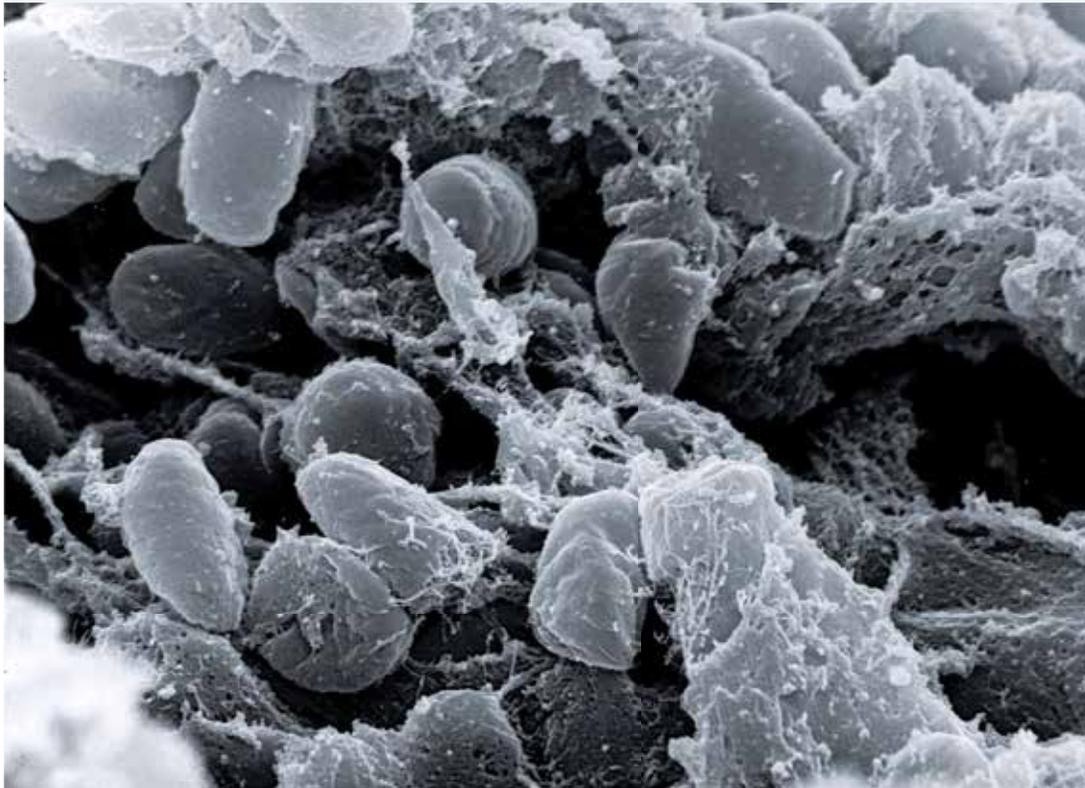
The celestial cause [of the plague] has come from the conjunction of Saturn, Jupiter, and Mars, under the moist sign of Aquarius, that occurred most recently in the year of Our Lord 1345, following both solar and lunar

eclipses. According to Albert the Great, the conjunction of Jupiter and Mars will bring plague. The planet Jupiter is hot and wet — the qualities that bring rotting and putrefaction, harbingers of the plague.

The earthly cause [of the plague] is the poisoning of the air from noxious gases that arise from earthquakes. Further unfortunate conjunctions of constellations have brought on thunder, rain, and wet south winds that have dispersed the poisonous vapours caused by carcasses rotting in swamps. As the poisoned air has entered the body, it has contaminated the heart, and thus the body's vital spirit, causing its organs to rot.

No poultry should be eaten, no waterfowl, no pig, no old beef, altogether no fat meat ... It is injurious [harmful] to sleep during the daytime ... Fish should not be eaten, too much exercise may be injurious ... and nothing should be cooked in rainwater. Olive oil with food is deadly ... Bathing is dangerous ...'

SOURCE 4 An image of *Yersinia pestis*, the bacteria modern science now knows causes the bubonic plague.



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Complete this digital doc: Worksheet 11.7: Recognising different perspectives

11.11 Review

11.11.1 Review

In this topic we have explored the Black Death and the way in which it devastated Europe, Asia and North Africa during the fourteenth century, particularly between 1347 and 1351. We have learned that the Black Death was a combination of three related diseases — bubonic plague, pulmonary/pneumonic plague and septicaemic plague. We have also learned about the effects the plague had on medieval society, including living conditions, science, religion and the feudal system.

The plague returned to Europe in the 1360s, but this time with a much lower death rate. It continued to reappear at regular intervals throughout different parts of Europe for the next four hundred years, although never with the huge death toll suffered during that brief period from 1347 to 1351.

KEY TERMS

- chronicle** a record of events as they happened, usually written by a person who was present at the time they occurred
- dormant** inactive or sleeping, with the potential to become active at any time
- dysentery** a severe, infectious bowel disease
- endemic** normally and regularly found in a particular location or environment
- heresy** any religious opinion that differed from that of the Roman Catholic Church
- lymph node** part of the immune system
- miasma** unpleasant smells or fumes thought to be the cause of disease in medieval times
- middle class** a class of people who traditionally fit in between a rich upper class and a working class. In medieval European society, this was the group in between the landowning aristocracy and the peasants or labourers who worked the land. They were usually small landowners or people involved in trade and commerce.
- pandemic** widespread across a large region
- regurgitate** to vomit, or bring up the contents of the stomach or throat
- theologian** a person who is considered to be an expert in religious matters

11.11 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Multiple choice quiz

Short answer quiz

1. How did the Black Death get its name?
2. List the three related diseases that caused the Black Death.
3. Identify two aspects of medieval life that allowed disease to spread quickly.
4. What was one commonly used cure for illness in medieval times?
5. Describe one way in which religious belief restricted the development of medicine in the Middle Ages.
6. Where did the first recorded outbreak of the Black Death occur?
7. Why was the city of Caffa significant in the spread of the Black Death?
8. Describe one way the plague spread to the Middle East and North Africa.
9. Identify one method that was used to try to avoid the plague.
10. Why were many people buried without the usual religious observance?
11. Why were the Jews victimised so severely during this time?
12. Who were the Flagellants and how did they attempt to avoid the plague?
13. Describe one way the Black Death affected the attitudes of people towards religion.
14. What advantage do many European peasants appear to have gained from the Black Death?

SOURCE 1 English population, 1250–1700 CE; estimates based on parish records

Year	Population (millions)	Year	Population (millions)
1250	4.23	1400	2.08
1290	4.75	1450	1.90
1300	4.73	1490	2.14
1315	4.69	1560	3.02
1348	4.81	1600	4.11
1351	2.60	1650	5.31
1377	2.50	1700	5.20

Apply your understanding

15. Examine **Source 1**.
 - (a) Approximately how many people were killed by the Black Death in England?
 - (b) What evidence is there that the plague returned to England regularly over the next three hundred years?
 - (c) Approximately how long did it take for the English population to recover to the level it had reached before the Black Death?
 - (d) The statistics in **Source 1** are estimates based on records in parishes where reliable records were kept. These statistics assume other parishes without reliable data had similar death rates. Do you think this is a good method for estimating population growth? Give reasons for your answer.
 - (e) Do the figures in the table support the view of historians that the Black Death weakened the feudal system? Explain your answer.

16. Examine **Source 2**.

- What is the name usually given to the artistic theme presented in this painting?
- What do the skeleton-like figures represent?
- Which social class do you think each person in the painting might belong to? Give a reason for your answer.
- What message does the painting convey about medieval European religious beliefs?
- Why did paintings of this type become more common after the Black Death?

SOURCE 2 A medieval illustration influenced by the Black Death.



- Using the internet and your library, identify three dates when the plague again appeared in a region of Europe. For each date, identify:
 - which regions or countries were affected
 - how many people are believed to have been killed on each occasion.
- Using the internet and your library, find out when was the last time a major plague pandemic affected each of the following countries:
 - England
 - France
 - Italy
 - China.

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Go online to access additional end of topic resources such as interactivities and printable worksheets.

🔗 **Try out these interactivities:** Black Death timeline (int-6870)
Black Death word search (int-4117)

📄 **Complete these digital docs:** Worksheet 11.8: Word Search
Worksheet 11.9: Summing up
Worksheet 11.10: Reflection

Back to the big questions

At the beginning of this topic several big questions were posed. Use the knowledge you have gained to answer these questions.

- What was the Black Death, and how did it cause the death of so many people?
- How did fourteenth-century living conditions and the state of medical knowledge leave the population defenceless against serious disease?
- Why did the Black Death break out when it did, and where did it spread?
- How did people attempt to deal with the disease?
- What were the consequences of the Black Death in Europe and other parts of the world?

TOPIC 12

The Spanish conquest of the Americas (c. 1492–1572)

12.1 Overview

Numerous **videos** and **interactivities** are embedded just where you need them, at the point of learning, in your learnON title at www.jacplus.com.au. They will help you to learn the content and concepts covered in this topic.

12.1.1 Links with our times

In May 2008, the world was amazed by photographs of an indigenous tribe located in the Amazon on the border between Peru and Brazil. This tribe has had no contact at all with modern civilisation — **Source 1** shows these people were clearly startled by the plane that flew overhead. The world watched with interest as the photographs spread, and many debated the responsibility the modern world had to leave the tribe undisturbed rather than to make contact.

It was a very different story five hundred years ago when the first Europeans arrived on the American continents. Little or no consideration was given to the welfare of the native inhabitants of the new lands and, in many ways, those people were brutally exploited. However, the arrival of Europeans to the Americas would change the world.

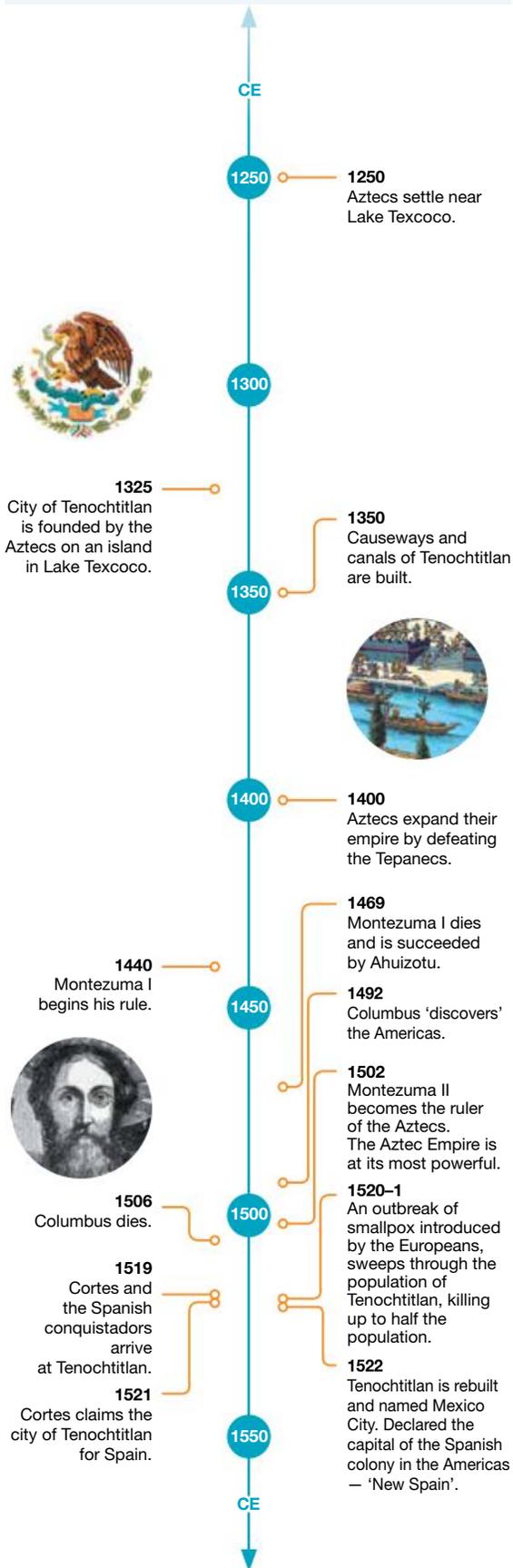
Who lived in the Americas?

The Americas were home to a number of different civilisations. The three largest and most powerful of these civilisations were the Inca, Maya and Aztec empires. The Inca people lived on the western side of South America, in the region that is now Chile and Peru. The Maya lived in eastern present-day Mexico on what is called the Yucatan Peninsula, and bordering them to the west were the Aztecs. These three civilisations were made up of a number of tribes and nations. The two civilisations of the Aztecs and Maya make up the region known as Mesoamerica, a region of spectacular temples, architecture and a proud heritage. This topic will focus primarily on how the Spanish conquest affected the Aztec civilisation.

SOURCE 1 This photograph, taken in 2008, shows a South American tribe that has had no contact with the modern world.



SOURCE 2 A timeline of the civilisations of the Americas



SOURCE 3 A map showing the three major Central and South American civilisations – the Aztecs, Mayas and Incas



Source: Map drawn by Spatial Vision.

Big questions

As you work through this topic, look for information that will help you to answer these questions:

1. What was the Aztec civilisation like before the Spanish arrival?
2. What were the key events in the Spanish conquest?
3. Who were some of the most significant historical figures of the time?
4. Why were the Spanish eager to explore the American continents?
5. How can historical sources help us understand this period of history?
6. What was the impact of the Spanish colonisation on the people they encountered?
7. What legacies of the Spanish conquest remain today?

Starter questions

1. What do you already know about the Aztec Empire?
2. Do you think isolated tribes should be left alone to live without knowledge of the modern world? Why?
3. If modern people were to make contact with previously isolated tribes, what effect could this have on those people? Could both groups benefit or would the encounter be positive for only one side?

12.2 How do we know about the Spanish conquest of the Americas?

12.2.1 Subjective sources

After the conquest of the Americas, the Spanish recorded the events that took place. However, as these accounts were almost always written by the Spanish, they were very **subjective**. This means they told only one side of the story. As with any historical investigation, it is important for historians to consider a range of sources from all sides to gain a clearer understanding of the truth. The SkillBuilder for this topic will investigate the importance of understanding different historical perspectives in more depth.

European sources

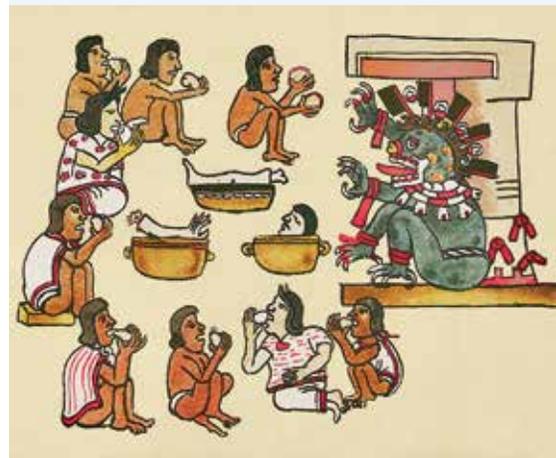
It has been said that ‘history is written by the winners’. This is certainly the case with the Spanish conquest of the Americas. Both during and after the period of the conquest, many of the **conquistadors** maintained detailed accounts of their experiences. They were eager for their actions to be remembered. Hernan Cortes, who led the Spanish against the Aztecs, wrote many letters to King Charles V of Spain, providing a valuable eyewitness account of the events. However, these letters tended to glorify Cortes’ victories and downplay his failures.

There were some Spaniards whose first-hand accounts of the time have been recognised as highly important and less biased. For example, Bernardino de Sahagun was a missionary who travelled to the **New World** in 1529, about seven years after the conquest of the Aztecs. He would remain there for the rest of his life, and from 1545 he worked to compile a series of texts that would become known as the Florentine **Codex**. The original was written in the Aztec language of Nahuatl. Sahagun learned to speak Nahuatl, and he could communicate with many surviving Aztec wise men. The Florentine Codex provides a remarkable history and description of the Aztec civilisation prior to the Spanish arrival.

SOURCE 1 A scene from an Aztec codex showing ritual human sacrifice. Such practices were part of Aztec religion.



SOURCE 2 Aztec ritual cannibalism as shown in a codex



Another useful source is the writing of Bartolome de las Casas. He was a Spanish priest who settled in the New World and was appalled at the treatment of the Native Americans by the Spanish colonists. He wrote to King Charles V of Spain defending the rights of the indigenous people.

Aztec sources

There are very few surviving written Aztec sources from before the conquest because many of them were destroyed by the Spanish, either intentionally or during the fighting for Tenochtitlan. Most of the sources that were created after the conquest can be useful to historians, but it is important to remember they were created under the supervision of the Spanish. This means that surviving Aztec sources may still suffer from Spanish subjectivity. In the following decades, some descendants of those who experienced the conquest began to record the events from an Aztec point of view.

12.2.2 How reliable are the sources?

All historical sources are subjective to a certain extent. This means that the authors of the sources are influenced by their own personal beliefs and feelings, rather than purely by the facts. An example of this would be the different attitudes the Spanish and Aztecs had toward human sacrifice. The Aztecs believed that their gods remained strong only through offerings of blood and human hearts, and so human sacrifice was one of the core aspects of their religion. On the other hand, the Spanish felt that the act of human sacrifice was barbaric and demonstrated the inferiority of the Aztec people compared with Europeans. You will have an opportunity to investigate different points of view and perspectives throughout this topic, particularly in the SkillBuilder.

SOURCE 3 Images of skulls on the wall of an Aztec temple



SOURCE 4 An Aztec pyramid as it appears today. Human sacrifices would have taken place here.



12.2 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. What is meant by the term 'subjective'?
2. Why are Aztec sources that were created after the Spanish conquest considered subjective?
3. Why would the Spanish missionaries have had different opinions of the conquest compared with the conquistadors?
4. Why would the Spanish intentionally destroy Aztec written records?
5. What was Bernardino de Sahagun famous for?

Apply your understanding

6. Why are there so few surviving Aztec sources from before the Spanish conquest?
7. Do you think the arrival of the Spanish changed the reliability of sources that depict or record the Spanish conquest? Explain your thoughts.
8. (a) Why are there differences between Cortes' and Sahagun's accounts of the Spanish conquest?
(b) How could historians find each source useful despite their differences?
9. Examine **Source 1**.
(a) What is the man with the knife doing at the top of the image?
(b) How do you think the Spanish would have reacted to such an image?
(c) Why might they have reacted that way?
10. How do you think images like those in **Sources 1, 2 and 3** might have affected the way the Spanish conquistadors viewed the Aztecs? Explain your answer.
11. **Source 4** shows an Aztec pyramid as it appears today. What conclusion can you draw from this image about the importance of religion to the Aztec people?
12. Why are all historical sources subjective to some degree?

12.3 The Aztecs before Spanish arrival

12.3.1 Rise of the Aztecs

For more than three hundred years prior to the arrival of the Spanish conquistadors, the region that is now central and southern Mexico was dominated by the Aztecs. The structure of Aztec civilisation and culture was complex and highly organised with sophisticated architecture and well-developed agriculture.

The Aztec people arrived in what is now Mexico in the late 1100s. By 1250, they had settled near the shores of Lake Texcoco, and by 1325 they had begun building the magnificent city of Tenochtitlan.

The city of Tenochtitlan, one of the best planned and most elaborate cities anywhere in the world at the time, was built in the middle of Lake Texcoco on five swampy islands. Three long causeways connected the city to land around the lake's edge. The city itself had a network of both canals and roads so that all sections could be accessed either on foot or by canoe.

12.3.2 Everyday life in Tenochtitlan

School

The Aztecs were a highly organised society. They led rewarding lives, particularly the noble classes. Young boys went to school to learn to live prudently, govern, and understand history and the ways of the elders. Girls were mainly taught at home. At 15 years old, boys could attend one of two types of school: children of the nobility went to the calmecac, which had a focus on advanced learning, administrative skills and religion, or the telpochcalli, which was basically a military school for commoners. However, all boys learned some fighting skills, regardless of the direction their working life took.

SOURCE 1 A modern artist's impression of the city of Tenochtitlan



A The Aztec step pyramids dominated the skyline of Tenochtitlan. When it was decided that a larger pyramid was needed to honour the gods, the Aztecs would simply build on top of the existing pyramid.

B The streets of Tenochtitlan were free from vehicles. Although they had knowledge of the wheel, it was applied to little more than children's toys. Large-scale transport was impractical because there were no pack animals that could pull carts or wagons.

C The canals of Tenochtitlan were the highways of the city, with boats being the primary form of transport.

D The chinampas, or 'floating islands', were used for growing crops.

Food

There were generally two main meals a day, with one meal being eaten during the hottest part of the day. A staple of Aztec diet was maize but this was supplemented with a large variety of meat and vegetables. The Aztecs are famous for introducing the world to chocolate; however, this was reserved for warriors and nobility, and was mixed with ground maize to make a drink. Alcohol came in the form of a drink called octli. The sap from the maguey plant was fermented but, like chocolate, this was a drink strictly for nobles, royalty and warriors.

Agriculture

Built in the middle of a lake, Tenochtitlan did not have easy access to any farmland, so the Aztecs had to use a special method to grow crops. This method involved using chinampas or 'floating gardens', although this second name is misleading. Chinampas were small man-made islands used for crops. An area of shallow lake bed was fenced off and gradually filled with mud, sediment and decaying vegetation until it rose above the water level. This provided a very fertile bed in which to plant a range of crops. This technique is still occasionally used today in some areas of Mexico.

Crime and punishment

By today's standards, Aztecs had incredibly harsh punishments for most crimes. For example, if a commoner was found wearing cotton clothes, the punishment was death. Likewise, a death sentence was possible if someone was found guilty of adultery or even cutting down a living tree. The accused would be sentenced by a group of judges in a way that is not so different from Australia's justice system today. Although the punishments seem harsh from our modern-day perspective, it is important to remember that Europeans from that period would not have been as shocked because punishments were equally harsh in Europe at that time.

12.3.3 Aztec warfare

Life in the Aztec Empire was not peaceful; in fact, the Aztecs were in a state of perpetual war with the Tlaxcala people who also lived in the region that is now Mexico. The Aztec army was broadly organised into two layers. One was made up of commoners who were trained in basic fighting skills. The other consisted of the professional warrior class. Among the bravest and most skilled of these were the eagle and jaguar warriors, so named because of the distinguishing and fearful uniforms they wore. In the average battle, there were fewer casualties than compared with European battles because prisoners were highly

valued as slaves or victims for human sacrifice. Most soldiers would try to disable rather than kill their opponent. This technique was used by the Tlaxcalans and other enemies, and it is likely that the Tlaxcalans used Aztec prisoners for human sacrifice just as the Aztecs did with Tlaxcalans.

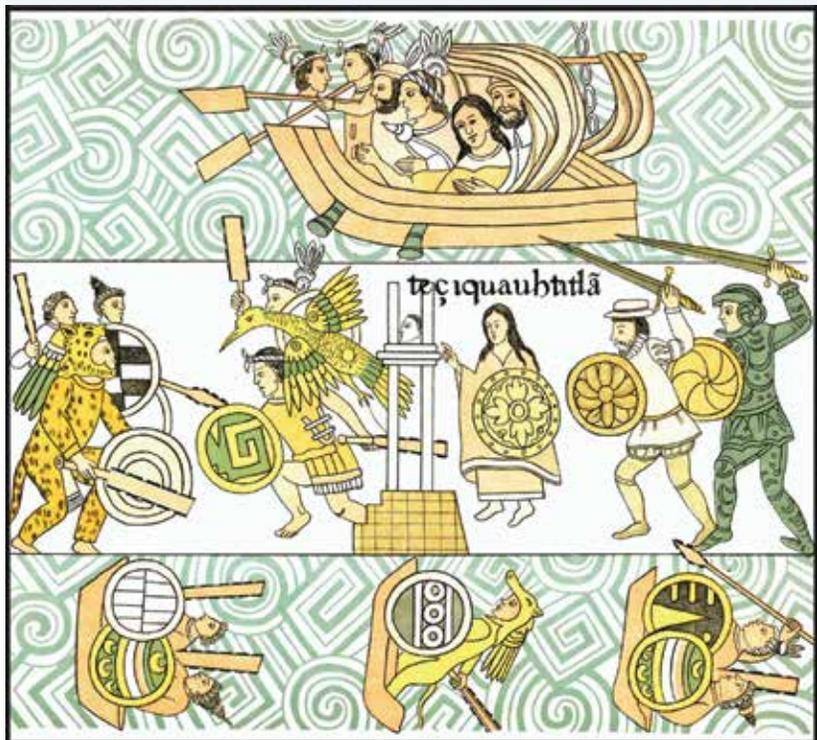
12.3.4 Mythology and religion

Religion played a very important role in the lives of the Aztecs. They were a polytheistic culture, meaning they worshipped more than one god. In fact, they worshipped many hundreds of gods.

SOURCE 2 An illustration showing the cross-section of chinampas. Each is at a different stage of development.



SOURCE 3 An illustration from an Aztec codex showing jaguar warriors, who were the elite soldiers in the Aztec army



SOURCE 4 Some of the most important Aztec gods



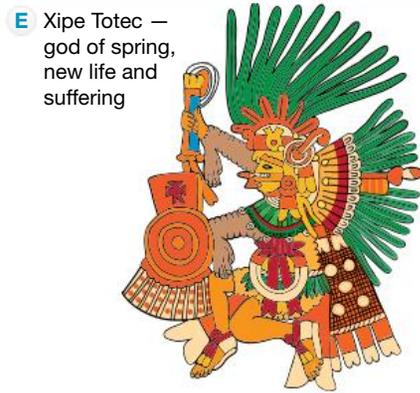
A Mictlantecuhtli — god of the dead



B Quetzalcoatl — god of knowledge, creation, priesthood and wind



C Tlaloc — god of rain



E Xipe Totec — god of spring, new life and suffering



D Huitzilopochtli — god of war, sun and the nation

They had wide-ranging religious beliefs, including some that were similar to those of Europeans at the time. They believed the Earth was flat and the Sun fought darkness every night so it could rise each morning. The importance of religion to the Aztecs was expressed in their art and architecture, with enormous and elaborate temples built to worship the hundreds of gods that ruled over different aspects of nature and human activity.

Central to Aztec religion was the belief in human sacrifice to please the gods. As many as twenty thousand people a year were sacrificed to the gods at a temple built specifically for that purpose. Most of those sacrificed were slaves or prisoners captured in wars with surrounding cities. The ritual involved priests stretching the subject over an altar and then lighting a fire on the victim's heart. The priest then tore out the heart and placed it in a sacred dish before the bodies were rolled down the steps of the temple to lie in a heap. Many Aztecs believed that dying this way would ensure a quick passage to heaven. Like many other civilisations, the Aztecs believed in the afterlife. They believed that the key to reaching the afterlife quickly was in the way they died rather than the way they lived. Someone who died quietly of old age would have to pass through the underworld before reaching the realm of the dead. But a warrior who died in battle or a mother who died in childbirth would go straight to heaven.

SOURCE 5 A gold pendant representing Mictlantecuhtli



12.3 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. In your own words, describe the city of Tenochtitlan.
2. What are some key differences in the diet of the nobility compared with that of the commoners?
3. Why might the Aztecs' common use of the death penalty not have shocked the Spanish?
4. Outline the key aspects of Aztec religion.
5. Look at **Source 2**. Why is the term 'floating garden' inaccurate when describing a chinampa?

Apply your understanding

6. Why might the Aztec warriors sometimes dress as certain animals, as shown in **Source 3**? What effect do you think this would have on their enemies in battle?
7. Using **Source 4** as a reference, look back to subtopic 12.2 and examine **Source 2**. Can you identify which god is represented in the image? Justify your decision.
8. How does **Source 5** support the argument that religion was important to the Aztecs?
9. How might the Spanish conquistadors' opinion of the Aztecs have been affected by images like that in **Source 5**?

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Complete this digital doc: Worksheet 12.1: The Aztecs — a surprising civilisation

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Deepen and check your understanding of the topic with the following resources and auto-marked questions:

📍 Aztecs

12.4 Columbus and the New World

12.4.1 Columbus's first voyage

The fifteenth and sixteenth centuries were a time of exploration and discovery for Europeans. The great sea-going powers of the time, Portugal and Spain, made important discoveries and opened up sea routes for trade and colonisation. But it was a young Italian who would end up having arguably the greatest impact of any European explorer.

Just like many other explorers of his time, Christopher Columbus set off with the aim of finding a sea route to the Indies (regions around South Asia and South-East Asia) so that spices could be found and trading routes established. But unlike the Portuguese

SOURCE 1 Two very different portraits, both supposedly depicting Columbus. The left image, published in the nineteenth century, is based on a sixteenth-century portrait. The right image is also a sixteenth-century painting.

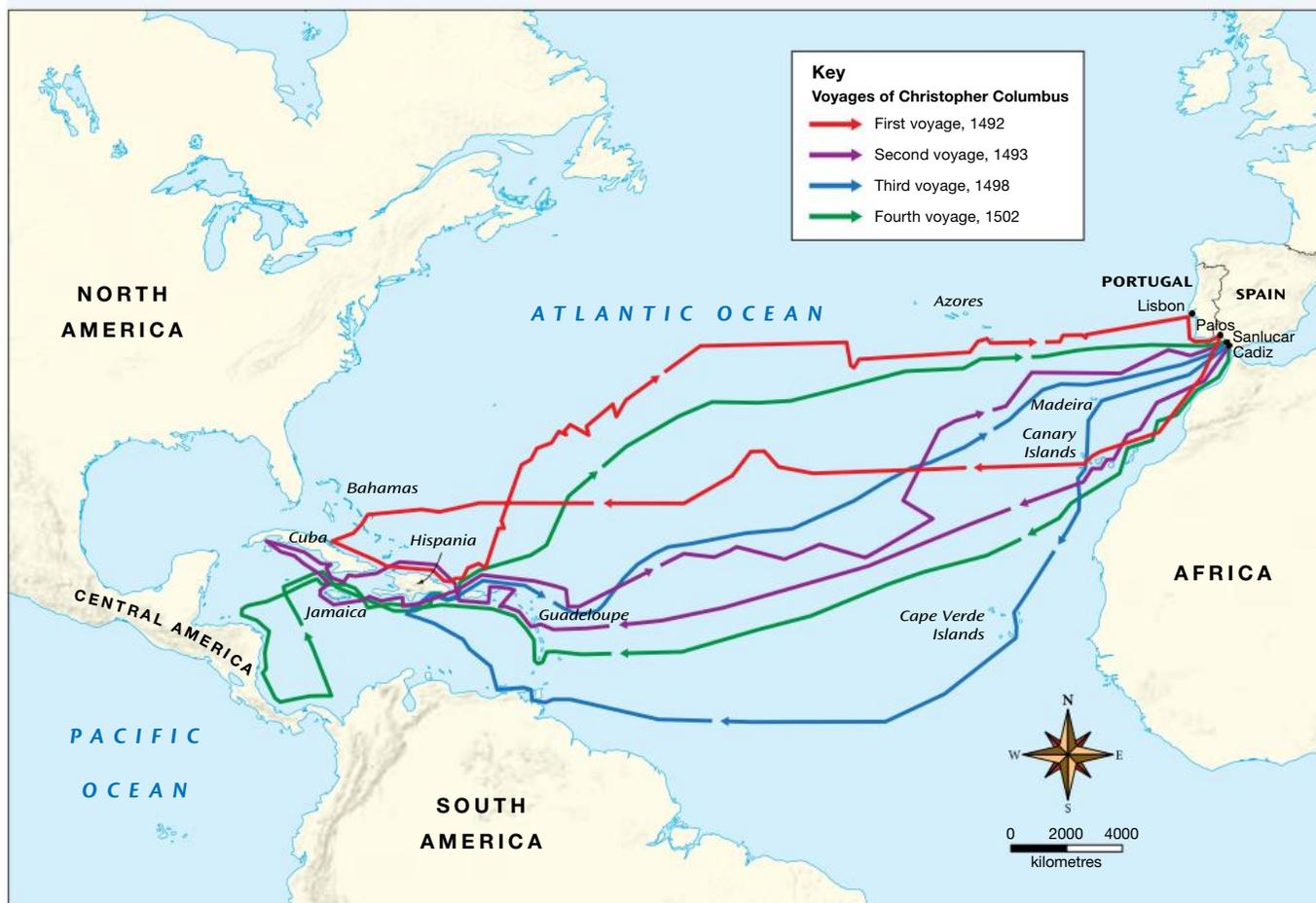


explorers Bartholomew Diaz and Vasco da Gama, who sailed south around the tip of Africa, Columbus sailed west from Portugal, convinced that this would lead him to the 'Far East' or the Indies. Unable to find financial support from the king of Portugal, Columbus turned to the king and queen of Spain, Ferdinand and Isabella. He convinced them that the voyage would bring them wealth and also help to convert the people of the Indies to Christianity.

He departed Spain on 3 August 1492, secure in his belief that his next landfall would be Asia. His fleet consisted of three ships: the *Pinta* and the *Niña*, both caravels (ships that were light and easy to manoeuvre), and his flagship the *Santa Maria*, a nao (a larger, heavier ship). Unfortunately Columbus had inaccurate knowledge of the distances involved and was completely unaware, as most Europeans were, that the continents of America blocked his path. After eight weeks his crew were becoming afraid that they would never see land again and begged Columbus to turn around. But when he sighted branches in the water he was sure that land was near. Finally, after more than two months at sea, he set foot on land on 12 October 1492, naming the island San Salvador (modern-day Bahamas). He assumed he was in the Indies and so referred to the inhabitants as Indians.

Columbus continued to explore the region, 'discovering' the islands of Hispaniola (modern-day Haiti and the Dominican Republic) and Cuba. Although he suspected he wasn't actually in China or India, Columbus thought that he couldn't be far away. He arrived back in Spain in March 1493 and was made Admiral of the Ocean Sea as well as governor of the Indies. Queen Isabella requested that the Pope recognise Spain as the owner of the newly discovered land and this was granted that same year.

SOURCE 2 A map showing the four voyages of Christopher Columbus



DID YOU KNOW?

Despite his obvious importance to world history, nobody really knows what Columbus looked like. There have been hundreds of different portraits, but even the experts can't find enough evidence to prove whether any are accurate representations.

12.4.2 Columbus's later voyages

Over the following ten years, Columbus undertook three more voyages to the New World. He discovered Guadeloupe on his second voyage. He found the Venezuelan coast on his third voyage in 1498, which was the first time he actually set foot on the mainland of the Americas. While in Hispaniola, he served briefly as colonial administrator but failed so dismally that he was sent home in irons. The Spanish king and queen restored Columbus to favour and in 1502 he set sail for what would be his last great voyage, this time exploring the southern coast of the Gulf of Mexico.

SOURCE 3 Columbus taking possession of the New World for Spain. This artwork was created in 1862, more than 300 years after the event it shows.



Columbus died in 1506, two years after his return to Spain from his final expedition. He died still convinced that his voyages had been along the eastern coasts of Asia.

Who 'discovered' America?

For centuries, it was generally accepted that Columbus discovered America when he sighted land in 1492. However, historians today regard this as inaccurate. Although Columbus was the first person to spread knowledge of the New World through western Europe, the Viking explorer Leif Eriksson likely sailed from Scandinavia to North America almost five centuries before Columbus's voyage; however, the details of his expedition remain largely unknown. And, of course, Native Americans had inhabited North America for thousands of years before Columbus's arrival.

12.4.3 Effect on the Native Americans

On 12 October each year, many Americans celebrate Columbus Day in memory of Columbus's first landing on the island of Hispaniola. Many regard this as a very important date, as it led to the eventual establishment of the United States. But for Native Americans it often has the opposite meaning. It is seen as the beginning of a time of genocide, slavery and the extinguishing of much of North America's indigenous culture.

SOURCE 4 An engraving from the sixteenth century, by Theodore de Bry, in which Native Americans are set upon by dogs while some Spaniards watch



SOURCE 5 Excerpts from Columbus's journal, 1492

Thursday, 20 September. Saw a pelican coming from west-northwest and flying to the southwest; an evidence of land to the westward, as these birds sleep on shore, and go to sea in the morning in search of food.

Saturday, 22 September. My crew had grown much alarmed, dreading that they should never meet ... with a fair wind to return to Spain.

Thursday, 11 October. The crew of the *Niña* saw a ... stalk loaded with rose berries [in the ocean] ... and they all grew cheerful.

[*Friday, 12 October.*] I saw some [natives] with scars of wounds upon their bodies ... they answered ... that there came people from the other islands in the neighbourhood who endeavoured to make prisoners of them, and they defended themselves. I thought then, and still believe, that these [other people] were from the continent.

12.4 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Which two European countries were the major sea powers of Columbus's time?
2. What were the names of Columbus's three ships on his first voyage? How did his flagship differ from the other two vessels?
3. Which explorers had previously sailed around the southern tip of Africa?
4. Why did Columbus call the inhabitants of the lands he discovered 'Indians'?
5. How many days did it take Columbus's fleet to sail from Spain to the New World?
6. How did Columbus's route to the Indies differ from that of Diaz and da Gama's?
7. Draw a timeline showing the voyages of Columbus. Label each voyage with a paragraph outlining the main discoveries.

Apply your understanding

8. Look at **Source 2**. How many times did Columbus actually set foot on the mainland of the American continent?
9. Compare the depictions of the Europeans in **Sources 3** and **4**. In what ways are they different?
10. Why might the images of Columbus shown in **Source 1** be so different?
11. Is **Source 3** a primary or secondary source? Explain.
12. Could either image in **Source 1** be a primary source? What information would you need to know to make this decision?
13. Read **Source 5** and then answer the following questions:
 - (a) What suggested to Columbus that he was nearing land?
 - (b) Why was Columbus's crew frightened on 22 September, and why were they cheered up when they saw rose berries in the sea on 11 October?
 - (c) On 12 October, Columbus described some of the features of the indigenous people. Who did Columbus think they were referring to when describing 'people from the other islands in the neighbourhood'? Who might the native population actually have been referring to?
14. Divide into small groups. As a group, agree on a definition of 'discover'. Then, using that definition, argue the claim of the Americas being discovered by:
 - (a) Native Americans
 - (b) Leif Eriksson (see topic 3)
 - (c) Christopher Columbus.How difficult was it to come to a definite conclusion as to who discovered the Americas? Did all three options above contribute in different ways?
15. In what ways is the celebration of Columbus Day similar to that of Australia Day on 26 January each year? How is it different?



12.5 Cortes, the conquistadors and the Aztecs

12.5.1 Ambition and conquest

History is full of tales about conquest and colonisation. The fifteenth and sixteenth centuries saw a rapid expansion of European colonies throughout the world, particularly in the Americas. The Europeans clashed, often violently, with the indigenous inhabitants they encountered. In most cases, the two cultures could not **coexist** peacefully — one would dominate the other. The most well-known example is arguably that of Hernan Cortes and the Aztecs.

Born in 1485, Hernan Cortes was the son of a Spanish nobleman. He attended university at Salamanca but had a reputation for not working very hard. When he was 19, he moved to the Caribbean island of Hispaniola, which was then a growing Spanish settlement. About six years later, he took part in the conquest of Cuba under the command of Diego de Velasquez.

Cortes came to believe that the Aztecs in Mexico had much to offer the Spanish conquistadors. At this time the Spanish were interested in two things: gold and converting the Aztecs to Christianity. As a career explorer, Hernan Cortes was ambitious and greedy. He was obsessed with claiming land for Spain and glory for himself. He was also looking for gold and had heard rumours that the Aztecs had lots of it. In February 1519 Cortes set sail for Mexico.

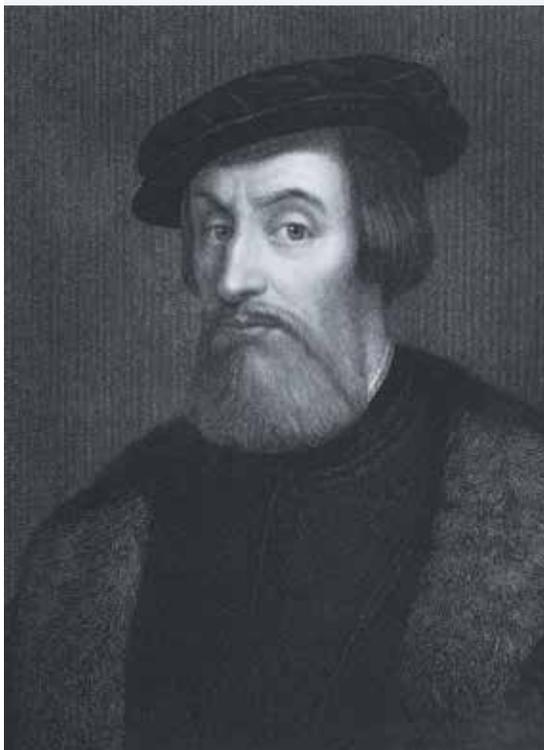
Upon reaching the coast in March, Cortes burned his ships to ensure his men did not have any thoughts about desertion. He fought a battle against the indigenous people at a town called Tabasco before founding the town of Veracruz. He then began marching inland to the Aztec capital, Tenochtitlan. On the way, Cortes made contact with Tlaxcala, which was a kingdom that resisted the rule of the Aztecs. The Tlaxcalans initially resisted the Spanish and soon they were fighting.

The Spanish found themselves in trouble because the ground was broken and uneven, so they could not effectively use their horses and cannons. But as they fought their way to level ground the balance shifted in their favour. After the early violent encounters, the Tlaxcalans permitted the Spanish to enter their territory — no doubt they were terrified by the Spanish firearms and horses, neither of which they had ever seen before. For their part, the Spanish granted them a truce in return for their support against the Aztecs.

As he moved further inland, Cortes avoided the well-travelled route to Tenochtitlan to minimise the possibility of ambush. He was also trying to recruit more allies against the Aztecs. For three months the conquistadors made their way through a variety of terrain, from arid mountains to fertile valleys. They were forced to adapt to the daytime heat as their armour was not practical for a climate that was much hotter than what the Spanish were used to. On the journey they saw strange plants and animals that were completely different to what they knew in Europe.

Upon arrival at Tenochtitlan in November 1519, the Spaniards discovered a thriving, highly organised city. Built on the islands in the middle of Lake Texcoco, the city would have appeared to the approaching Spaniards as almost floating on an inland sea. The city had a population of about 250 000 people, and it controlled much of the surrounding countryside. It was from these lands that the city drew its wealth in the form of gold, jewels and crops.

SOURCE 1 A portrait of Hernan Cortes, created c. 1850



Cortes was welcomed by Montezuma II, emperor of the Aztecs. One theory suggests that Montezuma thought Cortes was the god Quetzalcoatl, who was said to have fair skin and a beard, just like Cortes.

After establishing a headquarters in Tenochtitlan, Cortes attempted to strengthen his position by taking Montezuma hostage. This was a common tactic in Europe but was seen as unacceptable to the Aztecs, who attacked and drove the Spanish from the city. During this uprising Montezuma himself was killed, possibly by his own people who thought him

SOURCE 2 A map of the Aztec capital, Tenochtitlan, attributed to Hernan Cortes



SOURCE 3 A colour lithograph, created in 1892, showing Montezuma greeting Cortes in Tenochtitlan



weak in the face of the Spanish. Cortes returned in 1521 and laid siege to the city before attacking. The battle lasted for two months and the Spanish were forced to fight fiercely for every street. Tenochtitlan was reduced to rubble and many thousands of Aztecs were killed. On 13 August 1521 Cortes was able to claim the city for Spain.

12.5.2 End of a civilisation

It took about two years for the Spaniards to destroy the indigenous civilisation of the Aztecs. Many Aztecs died directly at the hands of the conquistadors. But thousands of others died not from violence but from famine and diseases that were intro-

duced by the Europeans. Those who survived lost their dignity. Their wealth was stolen and their temples were destroyed. Because the Spaniards believed it was their duty to convert the Aztecs to Christianity, the Aztecs also lost much of their culture.

The success of Cortes over the Aztecs led to an unprecedented period of European expansion in the Americas. The following two centuries saw the Spanish consolidate their rule over many Native American societies, including the Inca and Maya civilisations.

The Inca civilisation occupied roughly the area of present-day Peru and Chile, which is one of the most mountainous regions in the world. The Spanish conquistador Francisco Pizarro first made contact with the Inca in 1526, but it took longer to conquer them than the Aztec Empire, largely because of the harsh geographical features. The tropical jungle and mountainous terrain hampered the progress of the conquistadors, who found their armour torturous in such a hot and humid climate. Ultimately though, the combination of superior Spanish weaponry, and the longer term effect of introduced diseases, meant that the Inca could not resist indefinitely. The city of Lima was founded by Pizarro in 1535 and the Viceroyalty of Peru, which was the name given to the region of South America ruled by Spain, was created in 1542.

The Maya proved more of a challenge for the Spanish, despite the fact that they were located in a less harsh geographical region. Occupying much of the Yucatan Peninsula in what is now southern Mexico, the Maya civilisation consisted of a number of independent city-states. There was no single capital city like the Aztec capital Tenochtitlan so the individual states had to be overpowered one by one, making the conquest a long and arduous one for the Spanish. It took more than 150 years before the last Maya city was conquered.

SOURCE 4 An Aztec illustration of the Spanish conquest



SOURCE 5 *Lament on the Fall of Tenochtitlan*, a poem by an anonymous Aztec poet

How can we save our homes, my people?
 The Aztecs are deserting the city
 The city is in flames and all
 is darkness and destruction
 Weep my people
 Know that with these disasters
 We have lost the Mexican nation
 The water has turned bitter
 Our food is bitter
 These are the acts of the Giver of Life

DID YOU KNOW?

Iron was a key factor behind the successful Spanish conquest of the Aztecs. The indigenous people of the New World did not use iron; they still used old technologies for weapons. Iron was so important because it formed the principal component in swords, daggers, lances and knives, and was a crucial element in the workings of crossbows. It was central to cannons and other firearms, and it also contributed to the effectiveness of armour, helmets and shields. Iron gave the Spanish an important advantage that helped ensure the defeat of the Aztecs.

12.5 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. What were the two main reasons for Spanish settlements in the New World?
2. How old was Cortes when he claimed Tenochtitlan for Spain?
3. Identify three effects the arrival of the Spanish had on the Aztec people.
4. Why did Cortes follow an indirect route from the coast to Tenochtitlan?
5. How was the climate and landscape in Mexico different to that which the conquistadors were accustomed to in Europe?
6. In what ways did geographical features influence the Spanish conquest of the Aztec, Inca and Maya civilisations?

Apply your understanding

7. Study **Source 2**. What might have been the advantages and disadvantages of the layout of Tenochtitlan if the city was under attack?
8. What impression do you get about the initial meeting between Cortes and Montezuma shown in **Source 3**?
9. What aspect of Aztec culture did the Spaniards use to their own advantage when preparing for the battle of Tenochtitlan? Explain.
10. Why was iron so important in the conquest of the Aztecs?
11. Study **Source 4**. You will see one of the conquistadors, possibly Cortes himself, embracing two Aztec warriors. Who could these people be? Why are they not fighting against Cortes?
12. Read **Source 5** and then look up the word 'lament' in a dictionary. Do you think it is an appropriate term to use for this poem?
13. Why do you think that most people who live in Mexico and surrounding areas today speak Spanish?
14. How would you describe the battle for Tenochtitlan as portrayed in **Source 5**? Do you think you would show the battle differently if it had been portrayed in the art style used in **Source 3**?
15. Discuss these issues as a class:
 - (a) Is it right for one country or group of people to take control of another? Are there any situations in which such action might be justified?
 - (b) How do you think indigenous people would feel about people from another country or culture invading their lands?
 - (c) Based on your general knowledge, can you see any similarities between what happened to the Aztecs and what happened to Indigenous Australians?
 - (d) Do you think it is possible for two cultures — that of an invading people and that of a conquered people — to exist together peacefully? If so, how could this be achieved?

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Deepen and check your understanding of the topic with the following resources and auto-marked questions:

🔗 **Spanish conquest of South America**

12.6 New Spain

12.6.1 New Spain — a new empire

After the defeat of the Aztec Empire, Hernan Cortes founded the colony of New Spain, with Mexico City (formerly Tenochtitlan) as its capital. Over time, the colony would grow to encompass most of the region that is now the United States, Mexico and the islands in the Caribbean Sea. Later, it would extend across the Pacific Ocean as far as the Philippines. The Spanish domination of these regions was to last over four hundred years.

The establishment of New Spain meant the creation of a new part of the Spanish Empire. The lands that were brought under Spanish control after the conquest were very wealthy and complex, providing an opportunity for Spain to establish itself as a world power.

SOURCE 1 A map showing the growth of New Spain in the Americas



The viceroy (representative of the king or queen) was Antonio de Menoza, and he was eager to find out about the territory that Spain governed. In the years following the Spanish conquest, a series of expeditions were sent to explore and subdue New Spain. Throughout the sixteenth century many cities were established in North and Central America. As these cities were established, missionaries were also set up so that Christianity could be introduced to the native people. Many of the cities were named after particular saints and so begin with the Spanish words for saint — ‘san’ or ‘santa’. San Francisco is one of many cities of this kind.

At the same time as the settlement of New Spain, an attempt was made to establish trade routes with the East Indies (modern-day South-East Asia). The Pacific Ocean had the potential to become a trading ‘superhighway’ for the Spanish by eliminating the need for the long sea voyage from Europe around the southern tip of Africa. A Spanish settlement was established in the Philippines in 1565 and soon a busy trade route developed. Silk, spices, silver and slaves were all transported from Asia to the Americas and then on to Europe.

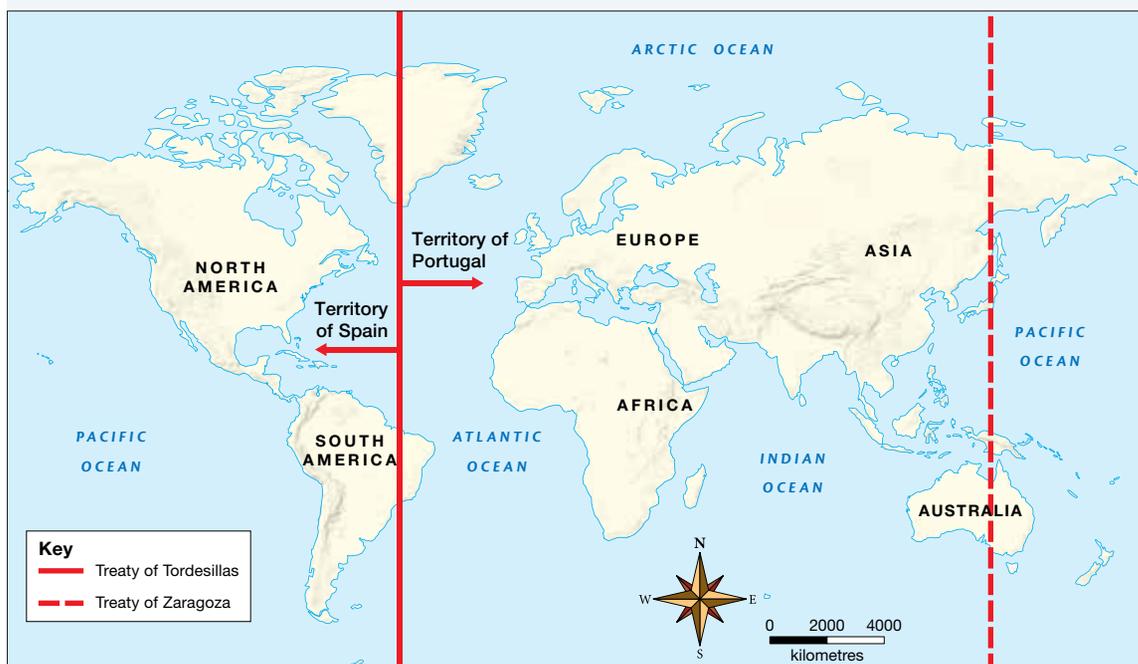
The Treaty of Tordesillas

By 1494 Spain and Portugal had become rivals, with both trying to establish world empires. In that year, they reached an agreement so that they could each explore and trade in a different part of the world without risking armed conflict with each other. This was called the Treaty of Tordesillas. Essentially, they divided the world in half, with Portugal having access to one side and Spain the other. **Source 3** shows the dividing line as agreed by the two countries.

SOURCE 2 A Spanish galleon at sea



SOURCE 3 A map indicating the division of the world under the Treaty of Tordesillas. Once Spain and Portugal reached Asia, a second division under the Treaty of Zaragoza was made.



12.6.2 Expansion, conflict and the end of New Spain

The signing of the Treaty of Tordesillas may have given peace of mind to the Spanish and Portuguese, but understandably it did not sit well with other European nations. In the late sixteenth century they began to establish their own colonies on the American continents. As the various colonies expanded, conflict was inevitable. The countries most active in the expansion and fight for the New World were Spain, Great Britain and France. The Dutch were also influential, but mainly in the north-east of North America. Their most famous act was founding the city of New Amsterdam, which would later become New York. All of these countries saw in the Americas the opportunity for wealth; because they were often at war with each other in Europe, no country wanted any of the others to succeed.

The end of New Spain

Through three centuries of conflict, Spain had established itself as the governing power across much of the North American continent. But by the beginnings of the nineteenth century the first calls for independence began. The colonies that were under Spanish control felt that they were able to rule themselves. They wanted to play a role in the decisions that would affect them. In 1810, Mexico declared independence from Spain, leading to a ten-year war that would end with that independence finally being recognised. This in turn encouraged many other parts of New Spain to seek independence as well. Britain offered support against Spain because they wanted to end the Spanish **monopoly** on trade in the region. By the 1820s, almost all of the Spanish colonies in the Americas had won their independence. New Spain was disappearing.

In 1898, the Spanish were defeated by the United States in a war that would decide who would control the remaining territories. As the victorious power, the United States took control of Cuba, Puerto Rico and the Philippines, ending more than four centuries of Spanish rule in the Americas.

12.6 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Why is it that most people who live in Mexico and the western part of South America speak Spanish but people in Brazil speak Portuguese?
2. Why did Spain want to create an empire in the New World?
3. What does the Treaty of Tordesillas suggest about the power of Spain and Portugal in the fifteenth century?

Apply your understanding

4. Using **Source 1** and an atlas, find some other cities on the west coast of North America that are named after saints. Use the internet or your library to find out about these particular saints and why these cities were given these names by the Spanish. What does the location of these cities tell you about the size of New Spain?
5. Using **Source 3** and an atlas, identify which modern-day countries would have been intersected by the line of the Treaty of Tordesillas.
6. Generally speaking, in which direction did New Spain expand?
7. Why would other European countries take issue with the Treaty of Tordesillas?
8. Discuss what problems the Treaty of Tordesillas might have caused.

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Complete this digital doc: Worksheet 12.4: New Spain

12.7 Slavery in the New World

12.7.1 Slavery

Although outlawed by the United Nations in 1948, slavery continues to this day in many parts of the world. There are approximately 20 million people around the world for whom slavery is a terrible reality. Forced to work in dangerous conditions or even to fight in armies against their will, slavery has been a feature of many civilisations for thousands of years. The Spanish colony of New Spain was one of many at the time that relied heavily on slave labour.

Put simply, slavery is forced labour. A slave is a person legally owned by someone else. Because the slave is the ‘property’ of their owner, they have no legal rights of their own.

Aztec slavery before the Spanish

The Spanish did not bring slavery to the New World; they merely introduced a new form of it. Slavery had been an important part of Aztec culture but it was very different to the form of slavery that the Europeans practised. Aztec slaves could have possessions and often had the opportunity to buy their liberty. If an Aztec slave’s master died, the slave would sometimes be freed rather than sold to someone else. People could also sell themselves into slavery as a way of paying debts, and even a murderer could be offered as a slave to the family of the person killed, if requested. One key difference between Aztec and European slavery was its **hereditary** nature. The child of an Aztec slave was not automatically a slave, unlike the European system where a person could be born into slavery.

SOURCE 1 An illustration of sixteenth-century native slaves building Mexico City on the ruins of Tenochtitlan

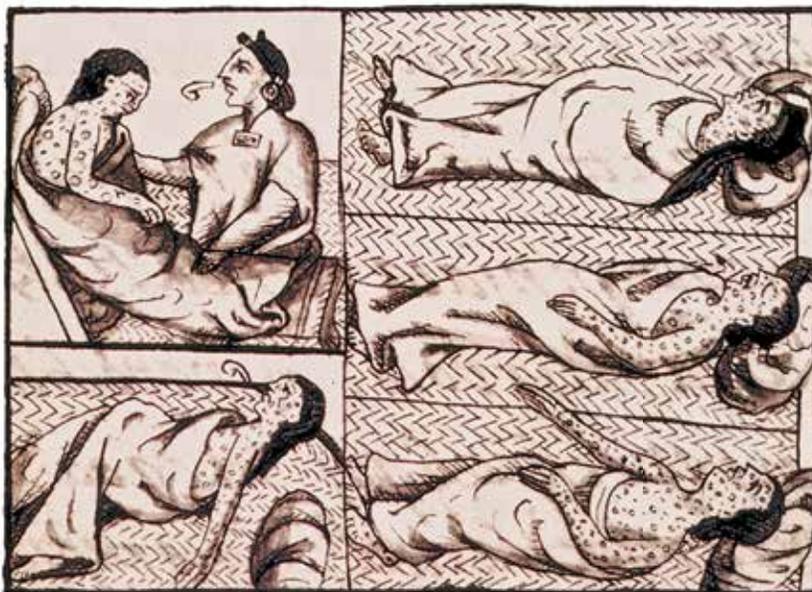


Slavery in New Spain

Technically, slavery was not permitted in New Spain. In 1493, Pope Alexander VI, at the same time as granting Spain the right to colonise the New World, declared the native people were to be converted to Christianity but not enslaved. However, any that resisted the Catholic faith could be subjected to forced labour. For the conquistadors, this was an easy excuse to declare that any slaves were merely natives who had refused to accept Christianity and had reverted to their own religion.

During the conquest of the Aztec Empire, many thousands of native people died not from violence but from diseases that were introduced by the Europeans. The native population did not have immunity to these introduced diseases and died by the hundreds of thousands in much the same way that Europe was ravaged by the Black Death a century earlier. After the establishment of New Spain, disease continued to claim a massive number of native lives as it followed the Europeans across the American continent. To combat the problem of losing workers, the Spanish began to import slaves from Africa. These areas had already been settled by Spain and so the native people had developed immunity from the common, but otherwise deadly, diseases. Over the course of four centuries, the colony of New Spain received approximately four million slaves from Africa.

SOURCE 2 An illustration from a sixteenth-century codex showing native Aztecs suffering from smallpox



DID YOU KNOW?

One way for an Aztec slave to win their freedom was to escape from the watch of their master while at the *tianquiztli* (marketplace) and run to the palace. If they reached the palace without being caught, they became free. Only the master or one of his relatives was allowed to chase the slave — if anyone else interfered, they risked being sold into slavery themselves. Look back at **Source 1** in subtopic 12.3 and see whether you can find the slave escaping from his master.

12.7.2 A slave's journey

The African slave trade has been referred to as the 'triangular trade' because of the way the ships traversed the Atlantic Ocean. Trading vessels filled with non-human cargo would sail from Europe to the west coast of Africa. Once there, they would sell and trade the goods and load their ships with slaves. Laden with their valuable human cargo, they would sail west across the Atlantic Ocean and deliver the slaves to the Americas. From there they would load the ships with more goods for the journey back to Europe.

A slave was useful to their master only if they were alive, and captains of slave ships made more money if more slaves survived the horrendous five-week journey across the Atlantic. Some captains packed their ships

'loosely' so that diseases could not spread as easily and slaves would arrive at their destination relatively healthy. Unfortunately, it was more common for captains to pack their ships 'tightly' on the assumption that the more slaves who began the journey, the more that would survive until the end, even if some died at sea. Conditions on board these ships were horrific. Slaves' ankles and wrists were chained and they had no room to move. Poor quality food led to scurvy and lack of hygiene meant that diseases such as dysentery spread quickly. Suicide attempts were a tragic but common occurrence.

SOURCE 3 A map showing the 'triangular trade'

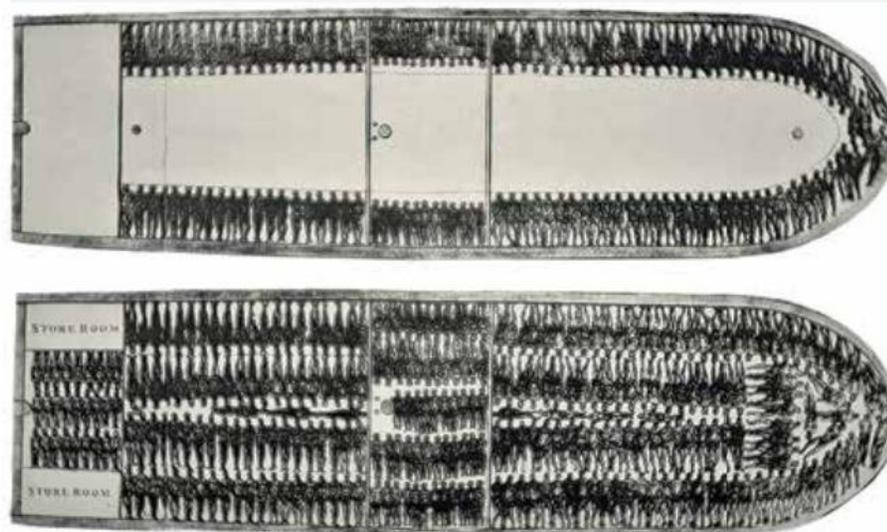


12.7.3 The end of slavery

The Spanish colonisation of the Americas and the slavery that followed led to discussion in Europe about the right to enslave Native Americans and Africans. As the terrible living conditions of slaves became more widely known, the anti-slavery movement gained momentum. Reverend Robert Walsh, an anti-slavery campaigner, wrote some important accounts of the conditions on board slave ships in his *Notices of Brazil in 1828 and 1829* (see

Source 5). He travelled around Brazil and at sea as part of the effort to abolish the slave trade completely. One of his proposals was to arrest any slavers and have them tried for piracy, even if they were not transporting slaves at the time. In the first half of the nineteenth century, a range of laws were passed throughout Europe that abolished the slave trade. However, in the United States, slaves were not freed until after the Emancipation Proclamation of 1863.

SOURCE 4 A diagram from the eighteenth century outlining the placement of slaves in a ship for transportation



SOURCE 5 Reverend Robert Walsh served aboard a ship that intercepted the illegal slave trade. This description of the conditions on board a 'slaver' appears in his *Notices of Brazil in 1828 and 1829*.

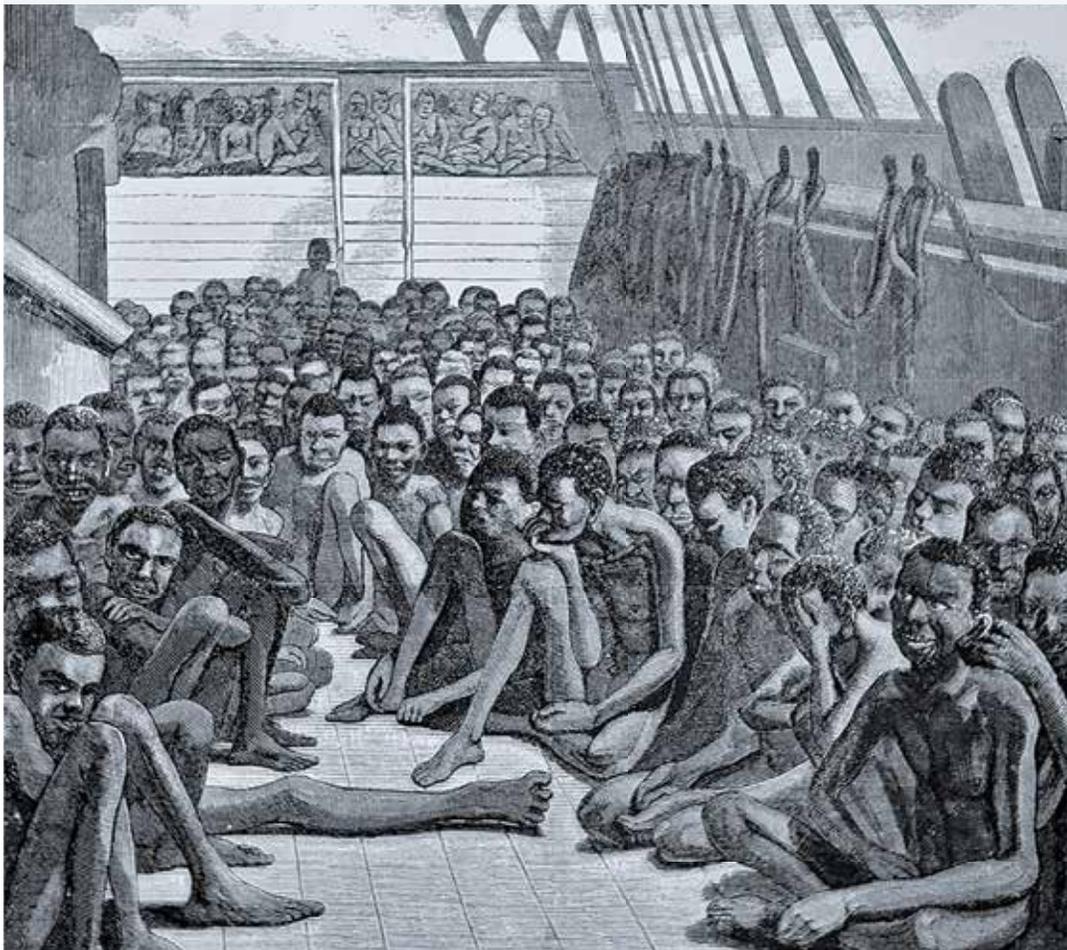
The slaves were all inclosed ... between decks. The space was so low that they sat between each other's legs ... They were all branded like sheep with the owner's marks ... 'burnt with the red-hot iron' ...

... The heat of these horrid places was so great and the odour so offensive that it was quite impossible to enter ...

... Some water was brought ... They shrieked and struggled and fought with one another for a drop of this precious liquid ...

... While expressing my horror at what I saw I was informed by my friends ... who had visited so many ships, that this was one of the best they had seen.

SOURCE 6 An illustration depicting the 'cargo' on a slave ship



12.7 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Approximately how many people live in slavery around the world today?
2. How did Aztec slavery differ from the kind of slavery introduced by Europeans?
3. Why did the Spanish begin to import slaves from Africa?
4. In your own words, describe the conditions on a slave ship.

Apply your understanding

5. What does **Source 4** tell you about the attitude of the slave traders towards their 'cargo'?
6. Using the scale, find out approximately how many kilometres a ship would travel if it followed the 'triangular trade' route shown in **Source 3**.
7. Read **Source 5** and answer the following questions.
 - (a) Is this a primary or secondary source? Why?
 - (b) Do you think this is a reliable source? Why or why not?
 - (c) Why were slaves 'branded like sheep'?
8. Look at **Source 6**. How would you describe the character of those who survived the voyage across the Atlantic Ocean?
9. Using the internet and your library, create a poster that outlines the issue of slavery today.
10. Create a short biography of one of the key abolitionists, such as William Wilberforce. Investigate their beliefs as to why slavery should be abolished and the impact they had on the issue.

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 Complete this digital doc: Worksheet 12.5: Slavery — how and why

12.8 Impact of colonisation on victims and victors

12.8.1 Impact on the Aztecs

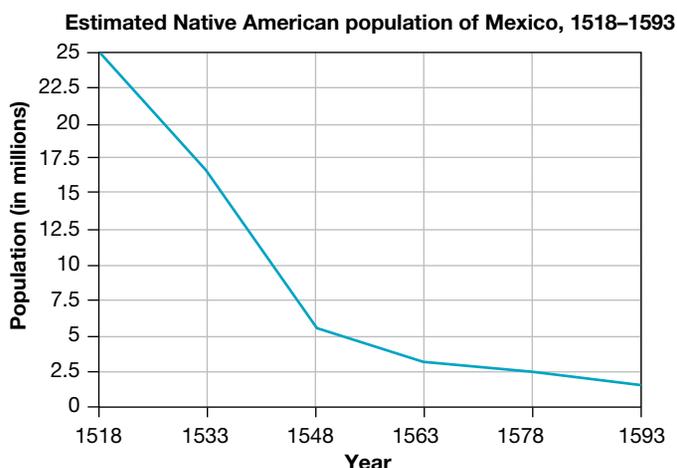
Any colonisation or occupation by one people over another has a massive impact, not just on the conquered people but also the conquerors as well. Sometimes positive impacts can be mutual, but more often one side benefits at the expense of the other.

The most obvious and significant impact of the Spanish conquest on the Aztec people was the severe decline in population over the years of the colonisation. As discussed previously, diseases introduced by the Europeans and the effects of slavery and malnutrition had serious consequences for the native population. It is estimated that the native population of Mexico had declined by 90 per cent by the early 1600s. Examine **Source 1**, which discusses additional reasons for the declining population in Mexico.

SOURCE 1 From *The Population of the California Indians, 1769–1970*, written by Sherburne Cook

The first [factor] was the food supply ... the second factor was disease ... A third factor, which strongly intensified the effect of the other two, was the social and physical disruption visited upon the Indian. He was driven from his home by the thousands, starved, beaten, raped, and murdered ... The utter devastation caused by the white man was literally incredible, and not until the population figures are examined does the extent of the havoc become evident.

SOURCE 2 A graph showing the decline of the Aztec population in the sixteenth century



The Spanish conquest led to a loss of culture. Traditional art and music, as well as native languages, were under threat of being lost forever. For example, it has been shown that the codex, the traditional written record of the Aztecs, changed because of Spanish influence. Codices were originally pictorial; however, after colonisation, Spanish and Latin text was introduced.

As New Spain grew, native labourers travelled with the Spanish so that they could be put to work. By doing this, the Aztec, Mayan and Incan people who had lived apart for centuries were suddenly mixing together. This blurred the distinction between the three previously unique cultures. This loss of culture was exacerbated by the efforts of the Spanish to convert the native population to Christianity. In some cases, rather than converting outright, the native population merely incorporated aspects of Christianity to their pre-existing belief systems. Some of these variations survive to this day.

SOURCE 3 A ceramic vase featuring the god Tlaloc from before the Spanish conquest. This artefact is held in the Museum of the Templo Mayor, which used to be a major Aztec temple, in Mexico City.



SOURCE 4 A loss of Aztec culture means that museums are essential for the preservation of many Aztec artefacts. These artefacts are part of the National Museum of Anthropology in Mexico City.



12.8.2 Impact on the Spanish

The colonisation of New Spain meant that the Spanish Empire became one of the world's most powerful empires. The natural resources that the region contained — gold, silver, furs, sugar and cotton — helped Spain become wealthy. As the native population decreased, they were effectively replaced with huge numbers of Europeans who migrated to the region to make money.

New foods, previously unknown to Europeans, were found on the American continents; these included potatoes, tomatoes, avocados and chocolate.

A truly 'New World'

The term 'New World' was originally applied to the Americas by Europeans. The meeting of different cultures and the exploration of new lands by Europeans led to an increase of geographic knowledge. Communication was established between civilisations that previously had no idea of each other's existence, and as the centuries progressed, ideas and knowledge were shared, paving the way for the modern world in which we live today.

12.8 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. What reasons does historian Sherburne Cook offer for the decline in the Native American population?
2. How did Aztec codices change after the Spanish conquest?
3. How did the expansion of New Spain affect the Aztec, Maya and Inca cultures? What long-term effects did the meeting of these different cultures have?
4. In what way is the term 'New World' inaccurate? Whose perspective does this phrase refer to?

Apply your understanding

5. Sherburne Cook was not a historian by training but he did pioneer population studies of the native peoples of America. He wrote widely on the subject of pre-conquest population levels. From this information, do you think **Source 1** is a reliable source? Why or why not?
6. Study **Source 2**.
 - (a) What was the estimated Native American population in Mexico in 1518?
 - (b) By what year had the population dropped to approximately 3 million?
 - (c) According to the graph, in what 15-year time period did the population drop most dramatically? Why might this rapid decline have slowed later?
7. What can **Sources 3** and **4** tell you about the attitude towards the Aztec culture in modern-day Mexico?

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Complete this digital doc: Worksheet 12.6: Impact of colonisation

12.9 SkillBuilder: Recognising different perspectives

12.9.1 What is perspective in history?

Perspective means a particular point of view. When studying a historical event, it is important to recognise and consider different perspectives. Imagine there has been a disagreement between students at your school and a teacher must find out what happened. It is likely that all the people involved will have a different opinion about what actually happened. This means they have different perspectives on the event.

The importance of recognising different perspectives

It is almost impossible for anybody to write about history without a particular perspective. The beliefs, experiences and background of a person will affect the way they interpret and record an event. This is true of both primary and secondary sources. But by knowing something about the author of a historical source, we are able to decide how their particular perspective might have affected the way they interpreted the event. We can then take this into account and will be able to gain a more balanced and accurate view of the past.

12.9.2 How to recognise different perspectives

Recognising different perspectives is a useful but difficult skill to master. Here are a few questions that you should ask about the authors of historical sources to help you recognise particular perspectives. You may not be able to answer all questions for all authors.

1. *Where is the author from?*
2. *Who is the author writing for?* For example, is the source a diary entry written for only themselves or a newspaper publication with a political agenda?
3. *What do you know of the background of the author?* Consider whether there may be notable aspects of their character — for example, were they ambitious, selfish or patriotic? Think about whether the author was directly involved with what they were portraying.
4. *Would the author have anything to gain from exaggerating the truth?* This is often hard to answer with certainty, but is made easier when there is much information in the previous questions.

Note: The term ‘author’ can refer to anybody who has produced a historical source. Questions of perspective can be applied not only to text but to paintings, statues and other types of sources as well.

An example

Source 1, an extract from a letter written by Cortes to King Charles V of Spain, is used here as an example of how the questions outlined previously could be answered.

- *Where is the author from?* Hernan Cortes was from Spain.

SOURCE 1 One of Cortes’ letters to King Charles V of Spain, written in 1520. In this letter, he reveals his attitude to Aztec religious beliefs.

Three halls are in this grand temple, and in these are the images of idols ... the principal ones, in which the people have greatest faith and confidence, I have cast down the steps of the temple, purifying the chapels in which they had stood. In the place of these I put images of Our Lady and the Saints.

- *Who is the author writing for?* Hernan Cortes wrote the letter for the king of Spain.
- *What do you know of the background of the author?* Hernan Cortes was ambitious and was a conquistador. He was a key figure in the Spanish conquest of the Aztecs.
- *Would the author have anything to gain from exaggerating the truth?* Because he was ambitious, it is reasonable to suggest that Cortes might have wanted to impress his king and so he may have tried to portray the actions of himself and the other Spaniards in a positive way.

By answering these questions, we are now able to study the source more effectively. It is a very important source for historians studying the Spanish conquest, and we can make better judgements about the validity of the information in it when we can recognise the perspective, or point of view, of the author.

12.9.3 Developing my skills

Examine **Source 2**, part of the writings of Bartolome de las Casas, and answer the questions about author perspective for yourself. You may like to refer to subtopic 12.2 to find some information about the author.

1. Where is the author from?
2. Who is the author writing for?
3. What do you know of the background of the author?
4. Would the author have anything to gain from exaggerating the truth?

SOURCE 2 An excerpt from the writings of Bartolome de las Casas, a Spanish priest who was appalled by how the indigenous populations were treated

The Spaniards first assaulted the innocent after their first landing. In this Isle, the bloody slaughter and destruction first began: for they violently forced away women and children to make them slaves, and ill-treated them.

Now try answering the questions about author perspective in relation to an Aztec source. **Source 3** is an illustration of the battle for Tenochtitlan. Although we do not know who the actual author of the source was, we do know they were Aztec.

SOURCE 3 An illustration of the battle for Tenochtitlan created in the sixteenth century after the Spanish conquest



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 Complete this digital doc: Worksheet 12.7: Recognising different perspectives

12.10 Legacies of colonisation

12.10.1 Legacies of colonisation

Despite the Aztec Empire falling nearly five hundred years ago and Spanish colonisation ending more than one hundred years ago, remnants of both periods still exist. Aztec culture is experiencing a resurgence in Mexico and the influence of Spain has shaped modern America.

Language and religion

Around the world, Spanish is now spoken by an estimated 420 million people. Only about ten per cent of these people actually live in Spain, but the spread of the language around the globe during the expansion of the Spanish Empire has made it the one of the most widely spoken languages in the world. It is the official language of Mexico and most countries in South America, and is spoken widely throughout the United States. In fact, the vast majority of the world's Spanish speakers live in North and South America. One major exception to this is Brazil. Because of the Treaty of Tordesillas of 1494, Portugal was able to colonise the eastern part of South America. This is why Portuguese is the official language of Brazil.

The introduction of the Roman Catholic faith to the Americas was spearheaded by the Spanish. Denounced as heathens, the Aztec, Mayan and Incan people were often forced to convert to Christianity, or face slavery or death. Today, the Roman Catholic Church is as present and powerful in the Americas as it is anywhere in the world.

SOURCE 1 Legacies of colonisation can be interpreted differently depending on your perspective.



Farming

Despite having few domesticated animals to pull ploughs or carry heavy loads, the Aztecs managed to grow a variety of crops, due mainly to the use of the chinampa. In Mexico today, the traditional chinampa is used only occasionally but is considered an environmentally friendly farming method.

Flying the flag

Perhaps the most visible and significant acknowledgement of the part played by Aztec culture in the history of Mexico is the very flag of Mexico itself. When Mexico declared independence from Spain in 1810, the Aztec Empire became the inspiration for the new national flag. The central emblem is based on the founding myth of Tenochtitlan. The migrating Aztec people were directed by the sun god to build a city on the site where they saw an eagle eating a serpent while perched on a cactus growing from a stone. Legend says that Tenochtitlan was that site. For the independence movement against Spain, the legend became a powerful symbol of independence.

SOURCE 2 A modern-day chinampa in use in Mexico



SOURCE 3 The flag of Mexico. The central emblem is based on Aztec legend.



12.10 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Check your understanding

1. Why do you think the chinampa is an environmentally friendly method of farming?
2. Where do the majority of the world's Spanish speakers live?
3. What was likely to happen to the indigenous people who did not convert to Christianity?
4. Why is Portuguese the official language of Brazil?

Apply your understanding

5. How do you think the introduction of a new language and religion helped the Spanish conquer the New World?
6. Who do you think benefited more from the Spanish colonisation of the Americas — the Spanish or the indigenous people who were already living there? Justify your answer.
7. Look at the two different views of the Spanish conquest shown in **Source 1** and consider these questions:
 - (a) How can two people have such different views of the same event?
 - (b) Do you think one of them is more 'right' than the other? Why or why not?
 - (c) Look back over this topic and decide which sources each person could have used to draw their conclusion.
8. Look at **Source 3**. The design of the flag of Mexico is influenced by the story of the founding of Tenochtitlan. Research some other Aztec myths that could be used to create an inspiring symbol for modern-day Aztec descendants.
9. A symbol on the Australian flag also references the origins of some of the Australian people. Describe the symbol and explain how it reflects the recent history of Australia.

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Complete this digital doc: Worksheet 12.8: Legacy

12.11 Research project: An Aztec audio dictionary

12.11.1 Scenario and task

As part of the Australian Museum Curators Department, your team has been asked to design an interactive Aztec audio dictionary for visiting school students in Years 7 and 8. The museum is about to open its new Aztec exhibit, which features fantastic artefacts, visuals and movies. Your audio dictionary will give students a better sense of how the words would have sounded when spoken by Aztecs. It will also show them what the words mean. Your interactive illustrated dictionary will feature touchscreen technology and will form an integral part of the museum's display.

In the Resources tab you have been supplied with audio bites of Aztec words being pronounced correctly and Aztec pan-pipe music (which you might add as a sound backdrop) to create an illustrated audio dictionary in PowerPoint. Your audio dictionary should categorise the words into a number of different topics, such as:

- the Aztec calendar
- food
- daily life
- religion.

A listener will be able to hear each word spoken with an appropriate accent and also get a definition of the word. Visuals can be added to help make the meaning of the words even clearer.



12.11.2 Process

- Access your learnON title to watch the introductory video lesson for this project, located in the Resources tab.
- Look in the Resources tab to preview the audio bites of Aztec words, images and music that have been supplied for you. You can use these to create your audio dictionary, but first you will have to undertake some research, investigating each of the research topics listed in section 12.11.1.
- If working in a team, allocate topics to all the members, who will then create those pages in your audio dictionary. Each team member should then download from the Resources tab the audio bites and images that relate to the topic they are covering.
- To discover extra information about your Aztec words, find at least three sources other than the textbook. At least one of these should be an offline source such as a book or encyclopaedia. Your Resources tab contains weblinks to help you get started. You could also try searching for 'Nahuatl (Aztec) words'.
- Enter definitions for the Aztec words as articles in your research. You may also like to enter cool facts and intriguing information that you can add as features in your audio dictionary.
- Use the Aztec Audio Dictionary sample in the Resources tab as a guide to creating your own audio dictionary in PowerPoint. Assign time for all group members to have access to your PowerPoint file, and remember to leave time before the final due date so you can review each other's work and make any changes.
- As a group, review your final project and make any adjustments. Make sure all of your pages are consistent, using the same font and style of graphics.
- After making any adjustments, complete one final run-through of your PowerPoint from start to finish. When you're happy with the final product, submit it to your teacher!



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Go online to access additional resources such as templates, images and weblinks.

12.12 Review

12.12.1 Review

In this topic you have investigated various aspects of the Spanish conquest of the Americas. You have seen both the positive and negative consequences that resulted.

KEY TERMS

codex a pictorial book

coexist live together at the same time in the same place

conquistador one of the Spanish conquerors of Mexico in the sixteenth century

hereditary passed from parent to a child

monopoly an organisation or group that has complete control of something

New World a term used to describe the Americas

subjective based on personal feelings rather than on facts

12.12 Activities

To answer questions online and to receive **immediate feedback** and **sample responses** for every question, go to your learnON title at www.jacplus.com.au. *Note:* Question numbers may vary slightly.

Multiple choice quiz

Short answer quiz

1. How long did it take to destroy the Aztec civilisation after the invasion by the Spanish?
2. How did Cortes use the local indigenous tribes and beliefs to conquer the Aztecs?
3. Which European countries colonised North America?
4. Give one reason why the Spanish were eager to establish a colony in the Americas.
5. What effect did introduced diseases have on the indigenous populations of the Americas?
6. Why did the Europeans need to bring slaves to the Americas from Africa?
7. For centuries the Americas were referred to by Europeans as the 'New World'. From whose point of view is this term accurate? In what way could it be a misleading term?
8. Columbus never actually achieved his aim of discovering a western trading route between Europe and Asia. Despite this, why is he considered so historically significant?
9. Were Aztec laws and punishments harsher than those of Europe at the time? Why or why not?
10. Identify one significant legacy of the Spanish conquest of the Americas.

Apply your understanding

11. Using the internet and your library, research some of the many Aztec gods. Your research should include their names, the aspects of life they influenced, the features that identify them and any myths associated with them.
12. What was life like in Tenochtitlan? Write a diary entry for a noble child growing up in the city who is about to be sent to school at either a calmecac or telpochcalli.
13. Construct a recruitment poster to appeal to a Spaniard considering becoming a conquistador. Decide on an appropriate slogan and image to help your cause.
14. Refer back through the topic as necessary to place the following events in chronological order:
 - The city of Tenochtitlan is founded by the Aztecs.
 - Bernadino de Sahagun first arrives in the New World.
 - Columbus sets foot on San Salvador.
 - Hernan Cortes is born.
 - Tenochtitlan falls to the Spanish conquistadors.
 - Mexico declares independence from Spain.
 - The Emancipation Proclamation ends slavery in the United States.
 - The Native American population of Mexico falls to 2.5 million.
15. Using ICT and other sources, investigate and write a report on one aspect of the wide impact of the Spanish conquest of the Americas. You could focus on the new foods that were introduced to Europe from the Americas, or how the conquest of the Americas helped increase the wealth of Europe. Share your findings with a classmate.
16. When looking at **Source 1**, a nineteenth-century Mexican sculpture of an Aztec ruler, can you make any statements about the artist's attitude or perspective towards the Aztecs? What elements of the sculpture provide evidence of this?
17. 2019 will mark the 500th anniversary of the landing of Hernan Cortes on the coast of America. How do you think this major event should be commemorated? Discuss some options in groups and write a proposal outlining and explaining your ideas.

SOURCE 1 A nineteenth-century sculpture in Mexico City of an Aztec warrior



Go online to access additional end of topic resources such as interactivities and printable worksheets.

➤ **Try out these interactivities:** The Spanish conquest of the Americas timeline (int-2954)
The Spanish conquest of the Americas crossword (int-4123)

📄 **Complete these digital docs:** Worksheet 12.9: Crossword
Worksheet 12.10: Summing up
Worksheet 12.11: Reflection

Back to the big questions

At the beginning of this topic several big questions were posed. Use the knowledge you have gained to answer these questions.

1. What was the Aztec civilisation like before the Spanish arrival?
2. What were the key events in the Spanish conquest?
3. Who were some of the most significant historical figures of the time?
4. Why were the Spanish eager to explore the American continents?
5. How can historical sources help us understand this period of history?
6. What was the impact of the Spanish colonisation on the people they encountered?
7. What legacies of the Spanish conquest remain today?



GLOSSARY

abbess: chief nun in a convent

abbey: monastery or convent run by an abbot or abbess

abbot: chief monk in a monastery

Althing: Iceland's parliament; Icelandic governing national assembly formed during the Viking Age, which met once a year

ambassador: an authorised messenger or representative

amber: yellow fossil resin found in countries around the Baltic Sea and valued as precious stones in the manufacture of jewellery

anatomical drawings: drawings showing the workings of organs and systems of the body

anatomy: the scientific study of the structure of the body

anthropologist: a person who studies the culture and beliefs of different groups of people

arable: land that can be ploughed for crops

archbishop: head bishop

archipelago: a group of islands

artillery: large mounted firearms such as the cannon

artisan: a skilled worker who produces handmade items

atoll: a circular coral island often enclosing a lagoon

barbarian: uncultured and uncivilised; not Christian

beri-beri: a disease caused by a lack of vitamin B

berserker: Viking warrior who fought naked or near-naked and rushed wildly into battle. The word 'berserk' is derived from this.

biological warfare: method of warfare based on infecting the enemy with deadly disease

bishop: clergyman who governs a diocese, a large church district

biwa: a four-stringed Japanese musical instrument

blockade: the shutting off of a location to prevent entry or exit

booth: small, temporary shelter for participants at things and the Icelandic Althing

boss: metal bulge used as reinforcement in the centre of a shield

brocade: a rich silk fabric with a raised pattern

bronze: metal alloy mainly of copper and tin

buckler: small shield

Buddha: Siddhartha Gautama who founded Buddhism in the sixth century BCE

Buddhist: to do with Buddhism; a follower of Buddhism

bushido: the way of the warrior; the rules that prescribed correct behaviour for all samurai

cairn: carefully arranged pile of stones, usually intended as a landmark

caliph: in Islamic countries, the chief civil and religious ruler and a successor to the Prophet Mohammed

calligraphy: the art of beautiful handwriting

cannibalism: the practice of eating human flesh

caravel: a type of light, fast ship, used mainly by the Portuguese and Spanish between the fifteenth century and seventeenth century

cardinal: leading clergyman who is a member of the Pope's Council, or Sacred College, and who has the power to elect the Pope from among his own group

cartographer: a map-maker

catastrophe: a disaster on a vast scale

cathedral: main church of a diocese; contains the bishop's throne

Caucasus: the region where Europe meets Asia between the Black Sea and the Caspian Sea

cavalry: a unit of the army mounted on horseback

centralised: control of a country from one central location

chador: a dark dress or cloak that covers the body and face below the eyes

chastity: choosing not to have sexual relationships

chonin: the common townspeople during the Edo period

Christendom: an old term for Christian countries

chronicle: a record of events as they happened, usually written by a person who was present at the time they occurred

circumnavigate: to sail around the world

civil servant: a person who works for the public

civil war: a war between two competing groups within one country

civilian: an ordinary citizen

clan: a large group of closely related people

classics: the literature of ancient Greece and Rome

clergy: officials of the Church

clockwork: the inner workings of a mechanical clock or a machine that operates in a similar way

cloister: a covered walkway surrounding a quadrangle

codex: a pictorial book

coexist: live together at the same time in the same place

colony: an area of a country that is ruled by a different country

compass: navigation instrument that shows the direction of north

concentric: having a common centre

concubine: a secondary wife, but usually of a lower social status and so not legally able to be married to a man in a position of power

conquistador: one of the Spanish conquerors of Mexico in the sixteenth century

conscript: a person ordered by the government to do compulsory military duty

constitution: written rules outlining how a country will be governed

contagion: the spreading of disease

contiguous: adjoining, where its parts are not separated by other states or oceans

convent: community of nuns

courier: a messenger, often carrying important government documents

Crusader: during the Middle Ages, someone who took part in a Crusade, an armed expedition against those believed to be enemies of the Church

cult: a system of religious worship

curtain wall: outer wall surrounding an inner wall in a castle

daimyo: a feudal lord of Japan during the Classical and shogunate periods

dauphin: name given to the oldest son of the French king

deliberative: having the power to make decisions

denomination: a religious group, especially an established church

deposed: removed from a position of authority

dhow: a traditional Arab sailing vessel

diet: the name given to a law-making assembly in some countries

distillation: the purification or concentration of a substance

doctrine of Mahomet: the religion of Islam; the Muslim faith, which follows the teachings of Mohammed

domain: the territory ruled by a daimyo, including the farming and fishing villages within it

dormant: inactive or sleeping, with the potential to become active at any time

double-hulled canoe: a canoe with two connected parallel hulls — a feature that made it light, fast and stable

dowry: a payment of money or goods as part of a marriage agreement

duchy: dukedom; a small state ruled by a duke, a nobleman whose rank is just below that of a prince

duke: in England, a lord whose status placed him just below that of a prince; elsewhere in Europe, a ruler of a small state called a duchy or dukedom

dyke: a barrier or bank of earth for controlling water of the sea or river

dynasty: a sequence of rulers from the same family

dysentery: a severe, infectious bowel disease

edict: order issued by a monarch or other person in authority

Edo: the name for the city of Tokyo until 1868

endemic: normally and regularly found in a particular location or environment

epic: a long story in verse narrating the deeds of its hero

epidemic: large-scale spread of a disease

excommunicate: to cut off from all communication with the Church. It was taught that those who were excommunicated would go to hell when they died.

exploit: use dishonestly to one's own advantage

faith: religious belief and practice

feudalism: social order in medieval Europe

fief: a gift, usually land, given by a lord to a vassal (or tenant) in exchange for loyalty and service

filigree: a type of delicate ornament made from fine threads of metal

fjord: long, narrow inlet flanked by high cliffs and slopes

flax: plant cultivated for its seeds and fibres, which can be used to produce many things such as textiles

flintlock: an old-fashioned type of gun fired by a spark from a flint

franklin: in the fourteenth century, one who was a landowner but not a member of the nobility

Franks: people of a group of a Germanic nation who ruled in western Europe from the sixth century CE

fresco: a picture painted on a freshly plastered wall or ceiling

friar: a member of a Catholic order who was supposed to live in poverty

Gaul: most of present-day France and Belgium

geld: money or other valuables taken under threat of violence

genealogy: the study of the past and present members of a family

geyser: a hot spring sending a jet of steam and boiling water into the air

glaze: a substance fused onto pottery to give it a glass-like appearance

gourd: an edible fruit with a shell that can be dried and used for storage

granary: a storehouse for grain

guild: an association of people engaged in a particular trade or craft for the mutual benefit of its members

Gulf Stream: great warm current of water flowing from the Caribbean Sea all the way to northern Europe

harem: the women in a Muslim household, including the mother, sisters, wives, concubines, daughters, entertainers and servants

heathen: one who is neither Christian, nor Jewish nor Muslim, and is often seen as therefore being uncivilised

hemp: plant favoured for its tough fibre, useful in the making of rope

hereditary: passed from parent to a child

heresy: any religious opinion that differed from that of the Roman Catholic Church

heretic: a Christian who holds views that conflict with official Church teachings

hilt: the handle of a sword or dagger

Hindu: the most ancient of all the main world religions; originated in India

Holy Land: land in the Middle East which has significant importance for Christians, Muslims and Jews

holy relics: the physical remains of someone or something very significant to a religious tradition

homage: pledging duties and loyalty to someone of superior rank in the feudal system

hostage: a person kept for security

humanism: the study of human beings using reason and broad knowledge

Hundred Years' War: a series of campaigns and battles over territory between the English and the French, and between warring French princes

idolatry: worship of idols

illumination: hand-painted illustration in a medieval book

imperial: the rule of an emperor or something belonging to an empire

incarnation: the representation of a spirit or quality in a living human

Janissaries: the elite soldiers and personal guard of the sultan

joust: combat between two mounted knights using blunted lances

Judaism: the religion of the Jewish people

jujutsu: a traditional Japanese system of physical training and unarmed combat

kabuki: a colourful form of theatre combining play-acting, dance and music

kami: spirit beings in the Shinto religion; a Japanese word applied to anything beautiful or extraordinary, such as a tree, mountain, stone or person

kana: a writing system that represents Japanese syllables

keel: lowest timber running along the length of a vessel, and upon which the framework of the whole boat is built

keep: innermost tower of a castle

khaghan (khan): title of rulers in Central Asia

khanate: territory ruled by a khan

Khmer: the Cambodian people

kiln: an oven used at high temperatures to heat and harden ceramic items

kinship: sharing a blood relation

knarr: a Viking trading ship

kumara: sweet potato

lamellar: made up of overlapping metal plates or scales

lance: a long wooden shaft with steel point used as a weapon by mounted knights

lancers: mounted troops armed with lances (spear-like weapons used when charging)

lateen sail: a triangular sail rigged at 45 degrees to the mast of a boat or ship

Latin America: the part of the Americas that was colonised by the Spanish and Portuguese

Latin: the language of ancient Rome and of the Catholic Church until recent times. It was also the international language of scholars throughout Europe until the eighteenth century.

legitimate: lawful or proper

leper: person stricken with leprosy, a bacterial disease that causes ulceration of the skin, deformities and a loss of sensation

linen: cloth made from flax

linga: a phallic symbol that would have originally been a feature of most Hindu temples

literacy: to be able to read and write

longhouse: a Viking farmhouse with a curved shape like an upturned boat. Particularly large longhouses meant for 30–50 people are often called halls.

lord: chief position in the feudal system below the monarch

lymph node: part of the immune system

mace: iron-headed club

magistrate: a minor judicial officer

Mahayana Buddhism: one of the two main forms of Buddhism that influenced mainland South-East Asia

mail: armour comprising chain links

mandate: a command or order from a superior power

mariner's astrolabe: a medieval instrument used to navigate while sailing. It was used to find a ship's latitude by measuring the altitude of the Sun or a star

martyred: killed or made to suffer because of religious beliefs
Mass: Roman Catholic church service
mausoleum: a huge tomb
mercenary: a soldier who fights for money rather than for patriotic reasons
metre: arrangement of words in measured, patterned or rhythmic lines or verses
miasma: unpleasant smells or fumes thought to be the cause of disease in medieval times
middle class: a class of people who traditionally fit in between a rich upper class and a working class. In medieval European society, this was the group in between the landowning aristocracy and the peasants or labourers who worked the land. They were usually small landowners or people involved in trade and commerce.
miracle: an extraordinary act or event attributed to the power of God
missionaries: people sent out by the Church to convert others to Christianity
moat: water-filled defensive ditch surrounding a castle
monastery: a place where Christian monks lived
monk: member of a closed community of men living under religious vows and rules
monochrome: varying tones of a single colour, usually black and grey
monopoly: an organisation or group that has complete control of something
musket: a muzzle-loading gun with a long barrel
Muslim: a believer in Islam, the faith revealed through the Prophet Mohammed
mutton: the flesh of a mature sheep used as food
New World: a term used to describe the Americas
nirvana: in Buddhism, the perfect state; free of suffering and desire
nobles: the aristocracy; hereditary privileged class
nomadic: moving around from place to place
Normandy: now a French province, in the Middle Ages it was a dukedom in northern France
nun: member of a closed community of women living under religious vows and rules
oath breaker: someone who goes back on their word
obsidian: a type of rock that is almost like glass
occupation: invasion, conquest, and control of a nation or territory by foreign armed forces
ochre: a natural earthy pigment of various colours used for painting
orb: globe with a cross, symbolising a Christian monarch's rule
origami: the art of folding paper into different shapes and designs
pagan: one who worships many gods; someone who is not a Christian, Jew or Muslim
pagoda: a sacred multi-storey tower used by the Buddhist religion to store relics or sacred texts
palanquin: a sort of couch for transporting passengers, with long poles on each side so that servants could carry it on their shoulders
palisade: tall fence made of pointed timber stakes driven into the ground
pandemic: widespread across a large region
Pax Romana: the peace enforced by ancient Rome within its empire
peasant: a farmer, usually a tenant, who worked the estates of a landowner
peat: vegetable matter, decomposed by water and partially turned to carbon, frequently forming a bog
persecution: a campaign to harm or punish people based on their religion, race or beliefs
pestilence: fatal epidemic disease
phalanx: body of foot soldiers in close battle order
philosophy: the study of the principles underlying all knowledge
piety: religious devotion
pike: long spear-like weapon carried by foot soldiers
pilgrim: one who travels to a sacred place to show devotion to his or her faith
pillage: to steal or plunder using force, especially during war

pious: devout, very religious
plague: fatal epidemic disease; usually used in reference to the bubonic plague
Poll Tax: a tax levied on every person, regardless of age, sex or income
polytheistic: worshiping numerous gods
pommel: rounded knob at the end of a sword hilt
Pope: the head of the Roman Catholic Church
porter: a person who carries luggage and heavy loads
principalities: states ruled by princes
protectorate: when stronger states protect and control weaker states
provinces: the countryside outside the capital city
proW: front part of a boat or ship
rafter: sloping timbers supporting the outer covering of a roof
rampart: defensive mound of earth, usually surrounding a fortress or military camp
reason: thinking critically and arguing logically
recant: to take back a former opinion, usually with a confession that you were wrong
reconnaissance: a search made to gain military information
reconstruction: in archaeology, rebuilding an artifact using archaeological remains as a guide
reeve: a magistrate administering law in a village
regent: a person appointed to rule a country if a monarch is too young or ill to do so
regurgitate: to vomit, or bring up the contents of the stomach or throat
reincarnation: being continuously born and reborn in other lives
Renaissance: meaning 'rebirth', it refers to the flowering of the arts and sciences in late medieval Italy and later in north-western Europe
republic: a state in which the head of the government is not a ruler who inherits his position as might a king or emperor
republican: political system that does not have a monarch as its head
revelation: a communication or message from God
rickshaw: a small two-wheeled vehicle pulled by a man
Roman Inquisition: a system of tribunals set up by the Catholic Church during the sixteenth century to censor literature and prosecute people accused of heresy and other crimes
ronin: a wandering samurai who had no lord or master
rudder: broad wooden or metal piece at the end of a boat used for steering; on a longship, it was a broad oar attached to the tiller
ruling class: kings, nobles and high officials
runes: letters of the Scandinavian alphabet based on Roman or Greek letters but modified to be easily carved on wood or stone
sacrament: sacred Christian ceremony; in the Catholic Church, for example, baptism and marriage
saga: a medieval Scandinavian tale about exploits and adventures in the life of a hero or his family
saint: a person honoured by the Church for having lived an especially holy life
sake: a Japanese alcoholic drink made from fermented rice; sometimes known as rice wine
samurai: the warrior class in Japan during the Classical and shogunate periods
Sanskrit: ancient and sacred language of India
satori: sudden enlightenment
sceptre: rod symbolising royal authority of the monarch
scurvy: a painful and often fatal disease caused by lack of vitamin C
seal: a tool engraved with a distinct mark and stamped on a product to identify its maker
seismic: relating to earthquakes
self-sufficient: able to provide for its own needs

seppuku: a form of ritual suicide, carried out by disembowelling oneself (cutting open the abdomen) with a sword

serfdom: the position of peasants who were not free to leave the land they worked

sermon: moral or religious lecture delivered by a priest

shaman: a person who claims to communicate with evil spirits through mystic rituals

shamanism: Central Asian religion based on a belief in many gods in the natural world and the power of shamans (priests) to influence these gods

Shinto: an ancient Japanese religion that believes in nature spirits and ancestor worship

shogun: literally ‘barbarian-conquering great general’; the Japanese emperor’s chief military adviser and hereditary commander-in-chief, with the duty to protect Japan from foreign invasion

shoji: a sliding screen that is used to separate rooms

siege: capturing a protected place by surrounding it and cutting off supplies

slash and burn agriculture: a nomadic form of farming in which people clear part of a forest, grow crops, harvest them and then move on to repeat this in another place

status: position or standing in a society

steppe: a vast plain without trees

sternpost rudder: a heavy board hung from the centre of the back of a ship that makes it easier to steer

stirrups: foot supports suspended from a saddle by straps

subjective: based on personal feelings rather than on facts

sultan: the king or sovereign of an Islamic country

superstition: a belief based on custom or fear rather than knowledge or reason

symmetry: an even and balanced pattern of identical parts

Tai: ethnic groups that migrated from southern China into northern mainland South-East Asia from the tenth century

tapestry: carpet-like wall-hanging

tariff: a tax on goods imported from a foreign country

taro: the root of a plant that is made edible through boiling

tatami: a thick, rush-covered straw mat with coloured cloth edges

Tatars: another name for Mongols; also known as Tartars

tea ceremony: an ancient Japanese ritual of serving and drinking tea

thatch: straw used for making roofs

theologian: a person who is considered to be an expert in religious matters

Theravada Buddhism: one of the two main forms of Buddhism that influenced mainland South-East Asia

thermal: relating to heat or temperature

the West: democratic countries dominated by European culture that have a generally high standard of living, such as the United States, Great Britain, Germany, Sweden and Australia

thing: regional meeting held to decide local issues in Norway and Iceland during the Viking Age

Thingvellir: meeting place of the Althing in Iceland during the Viking Age

tiller: steering lever at the back of a boat

tithe barn: a barn where peasants’ produce is stored as a form of taxation

Tonle Sap: the largest freshwater lake in South-East Asia

torii: a high gate with two side pillars and two flat top rails

treaty: a formal agreement between two or more nations

trebuchet: heavy medieval siege machine that uses a sling to hurl large missiles

tributary state: a state that gives payment to another state or ruler

tribute: a tax or regular payment given to ensure protection or peace

tuberculosis: a serious and infectious disease that affects the lungs

typhoon: name given to big tropical storms in the Pacific or Indian oceans

vassal: a person who holds land for a lord, and in return pledges loyalty and service to him

vassal state: a state whose ruler acknowledges a foreign ruler as his overlord

Venetian: a citizen of Venice

vernacular: everyday language spoken by a particular group or class

ward: a district in a city or town

washi: handmade paper created from the bark or fibre of various shrubs, grasses or trees

yam: a potato-like tropical plant used as food

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